

Eastern Nazarene College

Division of Adult & Graduate Studies

AGS Academic Catalog and Student Handbook 2023-2024



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Publication Notice

This document is intended to provide students with appropriate information about current policies and procedures, finances, and student services for the 2023-2024 academic year. It also provides curriculum information specific to students who start (or change) degree programs in 2023-2024.

All information is subject to change at any time. In the event of changes, Eastern Nazarene College will give as much advance notice as it considers feasible or appropriate, but reserves the right to make changes without notice.

AGS Academic Calendar, 2023-2024

2023 PI Term begins	July 1
<i>Summer Break (no classes): July 1-3</i>	
PI A classes begin	July 3
PI A classes end	August 13
PI B classes begin	August 14
Summer Diploma date	August 27
15-week classes begin	August 30
<i>Labor Day (no Monday classes): September 4</i>	
PI B classes end	September 24
PI C classes begin	September 25
<i>Indigenous Peoples Day (no Monday classes): October 9</i>	
Registration for 2023 PII Term	October 15-31
ENC Homecoming	October 20-21
PI C classes end	November 5
PI D classes begin	November 6
<i>Veteran's Day (no classes): November 11</i>	
<i>Thanksgiving (no Wednesday or Thursday classes): November 22-23</i>	
15-week classes end	December 14
PI D classes end	December 17
<i>Christmas Break begins (no classes): December 18-January 7</i>	
2023 PI Term ends	December 31
2024 PII Term begins	January 1
PII A classes begin	January 8
15-week classes begin	January 10
Winter Diploma date	January 28
<i>MLK Jr. / Reconciliation Day (no Monday classes): January 15</i>	
PII A classes end	February 18
PII B classes begin	February 19
<i>Presidents' Day (no Monday classes): February 19</i>	
<i>Spring Break (no classes): March 4-10</i>	
PII B classes end	April 7
PII C classes begin	April 8
Registration for 2023 PI Term	April 15-30
<i>Patriots' Day (no Monday classes): April 15</i>	
15-week classes end	May 2
Baccalaureate	May 3
Commencement Ceremony/Spring Diploma date	May 4
PII C classes end	May 19
PII D classes begin	May 20
<i>Memorial Day (no Monday classes): May 27</i>	
PII D classes end	June 30
June Diploma date	June 30
2024 PII Term ends	June 30

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I. THE COLLEGE

1.01 WELCOME

The Board of Trustees and Administration of Eastern Nazarene College welcome you to the Division of Adult & Graduate Studies (AGS). Degree programs offered by the AGS division are specifically designed to challenge and motivate the working adult learner.

1.02 HISTORY OF EASTERN NAZARENE COLLEGE

The Institution which became Eastern Nazarene College (ENC) was founded as the Pentecostal Collegiate Institute in Saratoga Springs, New York in 1900. Two years later the Institute was moved to North Scituate, Rhode Island. In 1918, the school was re-chartered as Eastern Nazarene College. The following year the College purchased the property of the Quincy Mansion School for Girls on the former estate of Josiah Quincy (1802-1882), a mayor of Boston in the 1840's. On the campus in Wollaston, Eastern Nazarene operated both an Academy and a College until 1954. The post- World War II boom in college student enrollment resulted in the closing of the Academy and the construction of most of the buildings on the Wollaston campus.

The New England Association of Schools and Colleges granted ENC accreditation in 1943. In 1964, the Commonwealth of Massachusetts authorized ENC to grant the Master of Arts degree in Religion. In 1981, the College charter was further amended to authorize Eastern Nazarene College to grant Master of Arts degrees in Family Counseling and Pastoral Counseling and the Master of Education degree. In 1998, the College charter was again amended to authorize Eastern Nazarene College to grant the Master of Science degree. With the addition of the LEAD Program (now the Division of Adult & Graduate Studies) in 1990, Eastern Nazarene College further expanded its service throughout eastern Massachusetts.

With the recent addition of a new instructional location in Richmond, Virginia and the launch of fully online programs, the educational activity of the College is no longer be confined to the 15-acre Massachusetts campus, but rather is developing a presence throughout the Eastern Educational Field of the International Church of the Nazarene.

1.03 COLLEGE MISSION, VISION, AND VALUES

A. Mission

Eastern Nazarene College provides a transformational education that equips diverse students to lead and serve our world as agents of Christ's love and truth.

B. Vision

Eastern Nazarene College will be widely recognized as a leader in innovative Christian education, renowned for excellence in student achievement, vibrant intercultural community, and global impact.

C. Values

- Holistic education: We provide a holistic educational experience in the liberal arts and professional studies that integrates spiritual, academic, emotional, and social development.
- Christian community: We facilitate the building of loving relationships so that we reflect the Spirit of Christ in our life together.
- Student-centered: We orient our work around the success of our students, making every effort to be responsive to the unique needs, aspirations, and backgrounds of each one.
- Wesleyan: Consistent with our rich Wesleyan holiness tradition, we create and maintain an environment which awakens and fosters truth, righteousness, and justice as made possible by God's transforming grace through Jesus Christ.
- Civility and hospitality: We intentionally welcome and embrace people from diverse cultures, viewpoints, and faith traditions.
- Servanthood: We model servant leadership to our students and community by building a culture of listening, respect, encouragement, and support.
- Authenticity and transparency: We are deliberately honest in our relationships, candid in our communication, and transparent in our governance in order to foster trust and confidence.
- Excellence: In an effort to provide "the best in education and the best in Christian faith," we strive for excellence that honors God in all our endeavors.
- Strategic innovation: While remaining deeply rooted in our mission, we are boldly creative and innovative in the methods we employ.
- Accountability: We keep promises, honor commitments, meet and exceed expectations, and are willing to be held accountable for the faithful fulfillment of our responsibilities.

1.04 LIBERAL ARTS EDUCATION FOR UNDERGRADUATE STUDENTS

The mission of ENC is to provide a "transformational education that equips diverse students to lead and serve our world as agents of Christ's love and truth." For our undergraduate students, this transformational education occurs in the holistic context of the liberal arts, integrating the student's spiritual, academic, emotional, and social development. In doing so, we intend to cultivate in the student a love of learning and the experience of authentic Christian freedom. Because of our distinctly multicultural and urban environment, a core feature of that liberal arts education is to present students with the integrative study of human culture from a variety of disciplinary perspectives, enabling them to approach relationships with others in a spirit of hospitality. Our special responsibility as a college is to guide students in meaningful ways of knowing, to help students understand the challenges and possibilities created by the interactions of peoples from different cultures, to empower students to engage all of creation in ways that promote justice, and to provide students with an informed basis for creatively solving contemporary problems. The faculty members in every major field of concentration expect students to approach specific courses of study with this underpinning of cultural and philosophical understanding. This culminates in Living Issues,

a capstone course taken in the senior year, designed to help students relate these cultural perspectives to their major and to problems in the modern world

A. Institutional Learning Goals

1. **Knowing.** Students will demonstrate integrated knowledge drawn from both a common liberal arts curriculum and their chosen academic discipline.
2. **Critical Reasoning.** Students will be able to identify and diagnose problems, develop reasonable arguments, and execute socially responsible and just solutions.
3. **Aesthetic Understanding.** Students will demonstrate creativity through class assignments of various mediums and an appreciation of beauty in the human experience.
4. **Communicating and Collaborating.** Students will demonstrate competency in their ability to read, write, speak, listen, and collaborate effectively.
5. **Christian Faith and Living.** Students will demonstrate competence in the integration of faith and living as responsible and just servants by exhibiting an informed understanding of what it means to be Christian.
6. **Multicultural Competence.** Students will demonstrate the skills necessary to respectfully engage in a diverse, multicultural world.

1.05 ACCREDITATION, AUTHORIZATION, ASSOCIATIONS, AND AFFILIATIONS

A. Accreditation

Eastern Nazarene College is accredited by the New England Commission of Higher Education (previously the New England Association of Schools and Colleges). Inquiries regarding the accreditation status should be directed to the administrative staff of the institution. Individuals may also contact:

New England Commission of Higher Education
 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514
 (781) 425-7785, Email: info@neche.org

In addition, Eastern Nazarene College has gained professional and program accreditation from the following agencies:

- Council on Social Work Education
- Interstate Certification Compact through the National Association of State Directors of Teacher Education and Certification (NASDTEC)
- Massachusetts Department of Elementary and Secondary Education
- Massachusetts Board of Higher Education
- National Council of State Authorization of Reciprocity Agreements (NC-SARA)

B. Authorization

Eastern Nazarene College is authorized by the Massachusetts Board of Higher Education to grant degrees in the Commonwealth of Massachusetts. Each degree program has been approved by the Massachusetts Board of Higher Education. Each course and degree program has been approved by Eastern Nazarene College's governing body.

Eastern Nazarene College's instructional location in Virginia (6851 Courthouse Road, Richmond, VA 23832) is certified to operate in the Commonwealth of Virginia by the State Council of Higher Education for Virginia (SCHEV).

C. Associations

Eastern Nazarene College is also a member of and/or associated with the following organizations: (This is a partial list that shows the groups that are most directly related to the nontraditional and/or graduate programs. For a full list, refer to the most current traditional undergraduate catalog.)

- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- American Association of Higher Education
- Association for Christian Adult Higher Education (CAHEA)
- Association for Christians in Student Development (ACSD)
- Association of Independent Colleges and Universities of Massachusetts (AICUM)
- Christian Higher Education Commission of the National Association of Evangelicals
- Council for Christian Colleges and Universities (CCCCU)
- Massachusetts Association of Colleges for Teacher Education (MACTE)
- National Academic Advising Association (NACADA)
- National Association of Christian College Admissions Personnel (NACCAP)
- National Association of College Admissions Counselors (NACAC)
- National Association of College and University Business Officers (NACUBO)
- National Association of Student Personnel Administrators (NASPA)
- Nazarene Student Leadership Association (NSLA)
- New England Resource Center for Higher Education
- NorthEast Regional Computing Program (NERCOMP)
- The College Board
- The Council of Independent Colleges (CIC)

D. Affiliations

Eastern Nazarene College currently has educational affiliation agreements with the following institutions: (this list is subject to change)

- Bristol Community College, Fall River, MA
- Massasoit Community College, Brockton, MA
- Quincy College, Quincy, MA
- Urban College, Boston, MA

- Roxbury Community College, Roxbury, MA
- Bunker Hill Community College, Charlestown, MA

1.06 NOTICE OF NONDISCRIMINATION POLICY

Eastern Nazarene College stands committed to providing all students fair treatment and an educational environment free of unlawful discrimination and harassment. ENC does not discriminate on the basis of race, color, religion, national origin, gender, age, disability, genetic information, veteran status or any other category protected by law in admission to, access to, treatment in, or employment in its programs and activities. In addition, discriminatory harassment based on race, color, religion, national origin, gender, age, disability, genetic information, veteran status or any other category protected by law is illegal conduct that will not be tolerated by ENC.

Any student, who believes he or she is being subjected to unlawful discrimination or unlawful harassment, including sexual harassment, should inform the Vice President of Student Development and Title IX Coordinator, the Assistant Vice President for Multicultural Affairs, the Dean of Students, or the Director of Human Resources.

II. DIVISION OF ADULT & GRADUATE STUDIES

2.01 MISSION OF THE ADULT & GRADUATE STUDIES DIVISION

The Division of Adult & Graduate Studies (AGS) at Eastern Nazarene College seeks to fulfill the mission of the College by:

- Providing an opportunity for postsecondary and graduate study by qualified students consistent with the resources of the College.
- Pointing to ways in which the Christian faith can be integrated with the professional focus of the various programs.
- Maintaining an atmosphere characterized by openness to truth, appreciation of the religious dimensions of life, and commitment to a more humane world.
- Providing an opportunity for serious reflection on the issues of faith and ethical concerns as they become relevant to the professional.
- Addressing the major issues and models for the discipline.

2.02 AGS DEGREE PROGRAMS

The degree programs in the Division of Adult & Graduate Studies were developed out of the desire to serve the adult population in eastern Massachusetts in a spirit open to innovation. Eastern Nazarene College understands the special requirements of adults who are interested in receiving a college degree but who must also continue to meet their professional, personal, and family commitments. By combining theory and practical experience, these programs are designed for those working adults.

The nontraditional AGS division offers the following undergraduate and graduate degrees:

- Associate of Arts in General Business
- Associate of Arts in General Studies
- Bachelor of Arts in Early Childhood Education
- Bachelor of Arts in Educational Studies
- Bachelor of Arts in Education/Liberal Arts (for Massachusetts initial teaching licensure in Early Childhood Education, Elementary Education, or Teacher of Moderate Disabilities)
- Bachelor of Arts in Management
- Bachelor of Science in Business Administration
- Undergraduate Minor in Digital Marketing
- Undergraduate Minor in Project Management
- Master of Education
- Master of Education in Higher Education Administration
- Master of Education in Urban Leadership
- Master of Science in Management
- Master of Science in Management – Health Care Administration

- Master of Science in Marriage & Family Therapy

The AGS division also offers a post-baccalaureate Certificate in Urban Leadership.

2.03 NONTRADITIONAL PROGRAM STRUCTURE

Nontraditional educational models are built upon the principles and practices of adult education, according to research that has been conducted throughout the last century. Because of that research, Eastern Nazarene College is confident in its ability to offer high quality educational opportunities using established nontraditional models.

The majority of degree programs offered by the AGS division operate on an accelerated class schedule in which students take a single course at a time within a concentrated period of time. Face-to-face students attend class from 6:00 pm to 10:00 pm, one evening per week over a period of 6 weeks. This model anticipates that adult students, who have already gained a background of practical experience, are able to grasp the theory and concepts more quickly and completely than traditional-age students might.

Because of the accelerated schedule, AGS emphasizes the efficient use of class time. Instructors are encouraged to use class time only for enhancing experiences, not for reviewing the textbook or accomplishing work that adults could do on their own. Consequently, students are expected to accomplish much of the work required by the curriculum outside of class, either independently or through group work.

2.04 CURRICULUM

The curriculum for each nontraditional program has been designed by faculty from ENC's academic departments to ensure that AGS students are able to meet the learning outcomes specific for each program (see [Section IX](#)). Courses are taught using a standard syllabus (developed under the authority of the academic department) so that learning outcomes are consistently met regardless of which faculty member is currently teaching the course.

A. Program Faculty

The faculty of the Division of Adult & Graduate Studies is comprised of members of ENC's full-time faculty, as well as qualified adjunct faculty. Faculty interact with students during class and outside of class through faculty-led online discussions, feedback on student work, email, online conference, phone, or individual meetings. Students interact with one another during class and outside of class through group projects, peer-reviewed projects, email, online conferences, and threaded discussions.

Students are encouraged to communicate with faculty any time questions arise about their academic progress even if it is outside of class. All faculty members are available for student meetings by appointment via phone, online conference, email, or in person before or after class. Students who need assistance connecting with a particular faculty member should contact the Academic Affairs Office at 617-745-3000 or AGSFacultyServices@enc.edu.

B. Instructional Methods

Since authentic learning is a particular hallmark of AGS programming, all coursework is concerned with relating theory to practice. Instructional methods vary by the particular demands of a course, but they most frequently include the following: mini-lectures, seminar discussions, case studies, role-playing, simulations, student presentations, and student-selected projects related to the student's own professional goals.

1. Online or Hybrid Learning

Some courses are offered in fully or partially online format. The instructional methods used in online courses closely mirror those used in face-to-face courses: video lectures, small group discussions, faculty-led discussions, case studies, simulation activities, online conferencing, peer-reviewed papers, student presentations, and student-selected projects. Meaningful interaction between faculty and students, and among students is critical to the learning process; therefore, every online course includes at least one graded, interactive assignment each week.

2. Directed Study Arrangements

All active courses are scheduled at least annually; many are offered each semester. Students who have irreconcilable scheduling conflicts may request that a course be taught in directed study format. A directed study consists of coursework completed under faculty supervision outside the classroom and monitored regularly by the instructor. Since collaborative learning is a key aspect of all AGS programs, directed studies are not a preferred instructional method. Therefore, the AGS Division has the right to deny a student request for any academic or administrative reason.

Students who take a directed study must meet the same learning outcomes and complete the same amount of work as any student enrolled in a typical class. For courses that typically meet face-to-face or synchronously online, the student and instructor must complete a minimum of 24 hours of instructional time within the established course-cycle dates. They will decide together how to schedule that time and where to meet. (Courses that are typically asynchronous have no expectations for instructional meetings in directed study format.) Note: If the instructional sessions will be held somewhere other than the ENC campus, the AGS Division must pre-approve the location. An appropriate alternative would be a quiet space adequately equipped for instruction, such as a public library. It is never appropriate for a directed study session to be held in someone's home.

In addition to the usual tuition and fees charged for the course, students taking a directed study will be charged an additional fee for private instruction (see [Section 5.02F](#)). (Note: Tuition remission agreements do not apply to directed studies.)

C. Student Workload Expectations

"All courses at Eastern Nazarene College shall require an amount of work equivalent to 2,250 minutes (minimum) for each hour of credit offered. This minimum amount includes any combination of in-class instructional time, out-of-class student work, and/or any other time spent engaged in other

academic activities that are awarded academic credit (i.e., “total student engagement time”). All courses must meet the required minimum number of minutes regardless of the duration of time over which the course extends” ([2019-2020 Academic Policy Manual](#), p. 26).

While expectations for each course will vary somewhat, students enrolled in a 3-credit course extending over 6 weeks (for example), should expect to spend a total of 20-25 hours each week engaged with the course content, working on their assignments, and/or attending class sessions. (Courses with more than 3 credits and graduate courses will naturally require a larger time commitment.)

D. Final Comprehensive Requirements

Every bachelor’s and master’s degree program at ENC requires successful completion of a final comprehensive project, portfolio, and/or culminating experience.

Business programs:

- **Undergraduate Business** programs: applied strategic planning project
- **MS in Management:** Integrated Thesis Project based on the student’s field of interest
- **MS in Management – Health Care Administration:** 300-hour internship over 15 weeks

Education programs:

- **BA in Early Childhood Education** (nonlicensure): practicum experience (student teaching) and a comprehensive teaching portfolio that documents the student’s ongoing development as an educator
- **BA in Educational Studies** (nonlicensure): a comprehensive teaching portfolio that documents the student’s ongoing development as an educator, and an Exit Interview with the department.
- **MEd** (for public school licensure): successful completion of a semester-long, full-time practicum experience (student teaching), a comprehensive teaching portfolio based on the Professional Standards, and an Exit Interview with the department.
- **MEd in Higher Education Administration:** applied institutional assessment project.

Counseling program:

- **MS in Marriage and Family Therapy:** a practicum experience of 100 total hours (with 40 direct service hours) and a year-long clinical internship of 600 total hours (with 260 direct service hours).

E. Program Assessment

The Division of Adult & Graduate Studies, along with the College administration, continues to assess the Division’s effectiveness. The College is seeking answers to such questions as:

- How much do students really learn, both about their content area and about the broader intellectual, emotional, and spiritual aspects of life?

- How do the programs help students to gain professional and personal success?
- How do the programs fulfill students' expectations?
- How do outcomes of this program compare with those of similar programs and with traditional programs?

AGS degree programs are assessed at the program level via the College's program review process. Program review is a self-examination process designed to assist academic departments in improving their academic programs and better serving their students. Consequently, vigorous and candid analysis, with a focus on program improvement, must characterize all program reviews.

All academic programs in the College are reviewed according to a 5-year cycle. AGS degree programs are scheduled for review alongside the academic department with curricular oversight for that program. For example, when the Education department is scheduled for their program review, all AGS education programs will also be included in that review. New programs are scheduled for review following an initial 5-year developmental period.

2.05 SITE LOCATIONS

To better serve working adult students, AGS classes and support services are delivered at off-campus locations that are in closer proximity to students' homes or workplaces. Face-to-face classes are held in Brockton, Fall River, and Quincy, Massachusetts; and in Richmond, Virginia. In addition to the Quincy campus, satellite administrative offices are located in Richmond. (Please refer to the website for specific addresses and contact information.)

	AA	BAM	BEd	BSBA	ECE	HEA	MEd	MEd-UL	MFT	MSM
Brockton (Massasoit Community College)		X	X	X		X				X
Fall River (Bristol Community College)		X		X		X				X
Quincy (ENC Campus)	X	X	X	X	X	X	X	X	X	X
Richmond, VA		X		X						X
Fully Online				X		X				X

Students may transfer any credit earned for coursework offered by ENC at any of these locations to another of ENC's locations as part of an existing program offered by ENC.

2.06 ACADEMIC ADVISORS

Each student is assigned a professional Academic Advisor upon admission to a program. Although students are personally responsible for their education and the ultimate outcome of their education, the Academic Advisor serves as an advocate for the student, providing students with the appropriate tools and resources for navigating their educational journey.

Each Academic Advisor is fully versed in the requirements of each degree program, the various institutional policies and procedures surrounding the student's continued enrollment, and the College's services and resources that would provide the most assistance.

When students have questions or concerns, the Academic Advisor should be the first point of contact. Similarly, when faculty members have concerns about a student's success in a course or program, the Academic Advisor should also be the contact.

Academic Advisors are available by phone, email, online conference, or in-person by appointment. For up-to-date contact information for Academic Advisors, students and faculty can check the AGS portion of the ENC Portal (<https://portal.enc.edu/>).

2.07 CLASS SCHEDULES

A. Course Registration

Students are enrolled in courses for one term at a time. Before the beginning of each new term, the Academic Advisor will review the student's progress and recommend specific courses for the coming term. In order to be enrolled in those courses, students must confirm their registration intentions with the Academic Advisor. *All courses are subject to minimum and maximum enrollment numbers;* therefore, students who do not confirm their registration within the established window may not be able to enroll in their preferred courses.

Registration for Continuing Students

<i>Term</i>	<i>Registration Window</i>	<i>Term Dates</i>
PI term	April 15-30	July 1 – December 31
PII term	October 15-31	January 1 – June 30

Please note that all students must be financially cleared by Student Financial Services in order to register for the next term's courses (see [Section 5.05](#)). Any questions regarding payments or problems associated with making those payments should be directed to Student Financial Services.

B. Class Interruptions

Because of the accelerated pace of the program, the Division recognizes a minimum number of holidays. The Academic Calendar (see [p. 2](#)) has already taken these holidays into account and they are reflected as "breaks." Occasionally, classes may need to be re-scheduled for weather or another emergency (see [Section 8.07](#)). All cancelled class sessions must be made up within the same course cycle as the missed session.

III. ADMISSIONS

3.01 ADMISSIONS CRITERIA

The Division of Adult & Graduate Studies welcomes all applicants regardless of race, color, religion, national origin, gender, age, disability, genetic information, veteran status or any other category protected by law.

A candidate for the *undergraduate* AGS programs must have a recognized accredited high school diploma or GED, and a minimum cumulative grade point average (GPA) of 2.0 on a 4.0 scale in any previous college work.

A candidate for the *graduate* AGS programs must have a Bachelor's degree from a regionally accredited college, and a minimum GPA of 2.5 on a 4.0 scale.

The files of applicants who do not meet all of the admissions criteria will be reviewed on a case-by-case basis by the AGS Admissions Committee to determine eligibility and/or any conditions of admittance. A personal interview may be required of some candidates.

Eastern Nazarene College participates in the State Authorization Reciprocity Agreement (SARA) and is able to admit residents of participating states into distance education programs. (At the time of publication, California is the only state that does not participate in SARA. Refer to the directory at www.nc-sara.org/directory/ for information.)

3.02 APPLICATION PROCESS

The Division of Adult & Graduate Studies operates on a rolling admissions basis and accepts applications throughout the year. In order to be considered for admission, the application process must be completed at least 4 weeks prior to the intended start date.

A. Undergraduate Application Process

To apply for admission to an undergraduate AGS program, applicants must:

1. Complete the undergraduate application, which is available online at <http://agsapply.enc.edu>.
2. Provide official signed and sealed transcripts for all previous college-level work or electronic copy sent directly to the college by your previous institution. Forwarded copies of official transcripts will not be accepted as official. If there is no previous college experience, an official high school or GED transcript must be provided. (If any of these institutions are located outside the United States, the transcript must first be officially evaluated by one of the evaluation agencies indicated in [Section 3.02C](#), below.)
3. Online students only: Provide a copy of a government-issued picture ID for identity verification purposes. Sensitive information can be redacted, but the student's full name and the picture must be clearly visible.

B. Graduate Application Process

To apply for admission to a graduate AGS program, applicants must:

1. Complete the graduate application, which is available online at <http://agsapply.enc.edu>.
2. Provide official transcripts for all previous undergraduate work. The conferring of a Bachelor's degree must be clearly noted on a transcript. (If any of these institutions are located outside the United States, the transcript must first be officially evaluated by one of the evaluation agencies indicated in [Section 3.02C](#), below.)
3. Online students only: Provide a copy of a government-issued picture ID for identity verification purposes. Sensitive information can be redacted, but the student's full name and the picture must be clearly visible.
4. MFT Program only: Applicants for the Marriage & Family Therapy program must also submit the following supplemental items:
 - a. Recommendations from three professional individuals who can assess the scholastic, professional, and/or personal qualifications of the applicant. (The recommendation form is available online.)
 - b. An up-to-date resume detailing employment history, volunteer experiences and other relevant life experiences.
 - c. A 750-word essay explaining why you wish to pursue the MFT graduate program.

C. International Students' Application Process

There are four steps to the application process for international students:

1. Academic qualification for admission as indicated in [Section 3.01](#) above, including the translation/evaluation of documentation if necessary (as noted below), and, for non-native English speakers, proof of English proficiency must be submitted through the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IETLS). ENC's code for the TOEFL is 3365.
2. Completion of the application process for the desired program as indicated in [Section 3.02A](#) or [3.02B](#) above.

All international students must have their transcripts officially evaluated by one of the following evaluation agencies or by a NACES-approved agency (see <http://www.naces.org/members.html>):

Global Credential Evaluators, Inc. (GCE)

3515-B Longmire Dr

PMB 323

College Station TX 77845

Phone number: 800-707-0979

Website: www.gceus.com; Email: gce@gceus.com

World Education Services (WES)

Bowling Green Station

P.O. Box 5087
 New York, NY 10274-5087
 Phone number: 212-966-6311; Fax Number: 212-739-6100
 Website: www.wes.org; Email: info@wes.org

Education Credential Evaluators (ECE)

PO Box 514070
 Milwaukee, WI 53203-3470
 Phone number: 414-289-3400
 Website: www.ece.org; Email: eval@ece.org

3. Completion of International Student Certification and financial documentation proving the ability to cover the expenses of education and support while in school.
4. After admission to the program, the student must submit all required F-1 visa documentation (I-20) and fees in order to be cleared for entrance into the United States as a student.

D. Application as a Non-matriculating Student

Students may choose to take courses without seeking admission into a degree program. These students are still required to complete an online application at <http://agsapply.enc.edu/>. Refer to [Section 3.03C](#) for restrictions and other details related to student status.

E. Notification of Admissions Decision

An admissions decision is not made until all required materials have been received. Applicants will be notified of the decision by mail within two weeks of finalizing their admissions paperwork. In the event that extenuating circumstances are presented (e.g., translation of documents), an admissions decision will be made as soon as it is feasible to do so.

3.03 ADMISSION STATUS

A. Full Admission

Upon approval of the Director of Admissions, applicants who meet admission criteria and have completed all necessary admissions paperwork and processes are fully admitted to the program. Once cleared by Student Financial Services (see [Section 5.05](#)), the admitted student will be able to enroll in classes.

B. Conditional Admission

An applicant may be conditionally admitted into a program for one of two reasons:

1. ***Incomplete admissions file.*** If the admissions documentation is unofficial or incomplete, the student must submit the necessary documents – including official transcripts from all schools – within 12 weeks of admission. Students whose files remain incomplete at the end of the 12 weeks will not be allowed to continue in the curriculum.

2. ***Concerns for academic readiness.*** Applicants for undergraduate programs who have a GPA of less than 2.0 may be conditionally admitted to the program on a case-by-case basis upon the approval of the Program Director if other application criteria are strong. Such students must achieve at least a 3.0 average in their first four courses in order to be allowed to continue in the program.

C. Admission as a Non-matriculating Student

Students who enroll in one or more credit-bearing courses at ENC but do not seek admission into a degree program come in as non-matriculating students, or students with Special Student Status. All the following apply to students who have Special Student Status:

- Students taking courses under Special Student Status are expected to satisfy applicable course prerequisites before enrolling in a course.
- Students taking courses under Special Student Status are not eligible for financial aid.
- Special Student Status does not guarantee acceptance into a degree program.
- For courses that have reached their maximum enrollment, preference is given to students in degree programs.
- The maximum number of credits students may take under Special Student Status is the minimum credit equivalent of a full load (see [Section 6.04A](#)), unless they are enrolled in a specialized set of courses.
- International students with an F-1 visa status must be enrolled full-time in a designated course of study; they are not eligible for Special Student Status.

Upon acceptance with Special Student Status, the student will be assigned an Academic Advisor who will serve as the primary point of contact in helping the student prepare for class.

3.04 TRANSFERABILITY OF CREDIT

A transfer evaluation report is created once a student's official transcripts have been received and evaluated. When previous coursework is determined to be substantially equivalent to a specific course at Eastern Nazarene College, credit is granted in the ENC course and that requirement is met. The academic department/division overseeing that program of study shall review and approve all equivalencies.

A. Undergraduate Transfer Credit

1. Credits from colleges and universities that are accredited by any of the six regional accrediting associations in the United States may be accepted for transfer if the courses were taken within the past 7 years. Exceptions may be granted by the Program Chair on a case-by-case basis.
2. Courses submitted for transfer credit shall receive ENC credit if the course was completed with a grade of C- or better at an accredited degree-granting institution and the course is accepted

towards graduation at Eastern Nazarene College. Pass/Fail courses will not transfer, with the exception of COVID-19 related pass/fail circumstances and Physical Education activity courses.

3. There shall be no delineation between traditional courses and distance-learning/online courses as long as the course meets the criteria stated in items 1 and 2.
4. Prior permission of the Program Chair must be granted in order to use a transfer course as a grade replacement.
5. Credits taken at another college are NOT counted toward determining enrollment status (full-time or part-time) at ENC.
6. For courses counting toward an Associate or Baccalaureate degree program, a minimum of 25% of the total number of credits for the degree must be satisfied at Eastern Nazarene College.
7. For courses counting toward a major or minor program, a minimum of one-half of the required credits within the major or minor must be satisfied at Eastern Nazarene College.

B. Transfer Credit From Partner Schools

ENC has established affiliation agreements with a number of local community colleges (see [Section 1.05C](#)). Students who have earned an Associate degree from one of these institutions (as noted on their official academic transcript) will have all Associate-level general education requirements at ENC waived. Students who have not finished the Associate degree will receive transfer credit on a course-by-course basis (according to the policies at [Section 3.04A](#)) and will be responsible to complete all of ENC's general education requirements still remaining.

C. Pre-Approval of Undergraduate Transfer Courses

Current ENC students wishing to take courses at other accredited colleges or universities for the purpose of receiving transfer credits (as outlined above at [Section 3.04A](#)) toward their degree requirements at Eastern Nazarene College must fill out a Pre-Approval to Transfer form and submit it to the Academic Advisor. Students who fail to follow this process cannot be guaranteed that courses will transfer as expected.

To ensure a smooth evaluation process, the student must provide in the Pre-Approval to Transfer form:

1. where the course will be taken,
2. when the course will be taken,
3. the course number,
4. a description of the course, and
5. specify which ENC course requirement s/he hopes to fulfill through the requested transfer course.

D. Undergraduate Options for Proficiency Credit

Undergraduate students, in conjunction with guidance from their Academic Advisor, must seek prior approval for acquiring additional credits or satisfying requirements toward graduation through any of the following nontraditional, proficiency sources.

No more than 25% of the total number of credits for a degree program (typically, a maximum of 30 credits) will be accepted from a *combination* of all nontraditional, proficiency sources.

1. Students may be able to earn transfer credit through standardized CLEP (College Level Examination Program) or DSST (DANTES Subject Standardized Test) examinations. These exams are administered at colleges throughout the Greater Boston area. There is a fee for each examination administered.
2. Students may be eligible to receive undergraduate transfer credit for college-level learning gained through non-academic experiences. This is accomplished through a formal, structured portfolio process in accordance with guidelines developed by the Council for Adult and Experiential Learning (CAEL). Please note that credits are not automatically awarded upon submission of the portfolio; all experiences must be properly documented by the student according to the outline provided in the information booklet, and then qualified faculty members from the relevant field will assess the information to verify that it is appropriate.

Some potential sources of credit could include: professional courses, corporate training, courses from business/technical schools or other unaccredited institutions, or CEUs (Continuing Education Units). **Credit is not assessed for on-the-job training or work experience at this time.**

For specific information on the portfolio process (including guidelines, processes, and fees), students should request an information booklet from their Academic Advisor.

E. Transfer of Graduate Credit

In order to preserve the integrity of the graduate degrees, transfer credit at the graduate level is strictly limited to 6 graduate credits.

Due to the liberal arts requirements for the Master in Education (for initial teacher licensure), an additional 6 credits of graduate-level liberal arts courses may be accepted for transfer in that program only.

3.05 AUDITING A COURSE

A course audit is the privilege to attend a course for personal enrichment without receiving academic credit. Students who desire to audit a course will be accepted as space permits with preference being given to students enrolled in the course for credit. A student auditing will be exempt from regular class requirements and should not expect individual attention or personal evaluation from the instructor. An audited course will appear on a student's transcript only if the instructor confirms that a student has attended at least 50% of the class sessions. Special registration is required through the Academic Advisor. The charge for an audited course is one-half the regular course charge.

3.06 RE-ADMISSION

Students who wish to re-enroll after withdrawing from the program or being withdrawn by administrative action (see [Section 6.08D-E](#)) must be financially cleared to do so.

To be readmitted, students must file a new admissions application in order for the College to reactivate and update their records. The Admissions department will also require official transcripts for any courses completed during the student's time away from ENC.

Students who are readmitted with a GPA of less than the minimum needed for good academic standing will enter on academic probation (see [Section 6.14](#)).

Students who return to the College within five years of discontinuing studies may continue working toward the requirements of the original program and catalog year. Students who return after the five-year period are responsible for the academic program requirements that are current at the time of their reenrollment. If degree requirements have changed during the time the student was unenrolled, s/he will be bound by the new curriculum requirements upon reenrollment.

All readmitted students are subject to the current tuition rates and fee structure.

IV. FINANCIAL AID POLICIES & INFORMATION

4.01 GENERAL INFORMATION

Eastern Nazarene College annually awards significant financial assistance to help students pay for college. Students should investigate the wide variety of financial aid sources for which they may be eligible. According to the most current data available,

- In 2020-2021, 42% of students at Eastern Nazarene College received federal grants.¹
- In 2020-2021, 64% of students at Eastern Nazarene College received federal student loans.²
- For traditional, 4-year, undergraduate students at Eastern Nazarene College, the median total debt after graduation is \$26,000.³

The financial aid awarding process is initiated when a student applies for admission to Eastern Nazarene College. Aid will be awarded after an applicant has submitted the Free Application for Federal Student Aid (FAFSA) or a FAFSA waiver. ENC encourages applicants to contact Student Financial Services early in the application process.

*Students must apply **annually** for financial aid, **including completing the FAFSA each year**. To continue receiving most types of financial aid, students must maintain the required number of credit hours per term and maintain satisfactory academic progress. (Refer to [Section 4.05](#) for more information.)*

Students must be currently enrolled at ENC or have already gained admission as a degree-seeking student to the college before Student Financial Services can determine eligibility for aid.

4.02 FINANCIAL AID ELIGIBILITY

A student's eligibility for financial aid is affected by his or her enrollment status, credit load, and grade level classification (see [Sections 6.03](#) and [6.04](#)). It is the student's responsibility to become informed of how this classification affects their financial aid situation.

4.03 PROCESS TO APPLY FOR FINANCIAL AID

A. Required Financial Aid Documentation

Any student who wishes to be eligible for federal- or state-based aid must complete the Free Application for Federal Student Aid (FAFSA) online at www.studentaid.gov. Be sure to include

¹ <https://nces.ed.gov/ipeds/datacenter/institutionprofile.aspx?unitId=165644>

² <https://nces.ed.gov/ipeds/datacenter/institutionprofile.aspx?unitId=165644>

³ <https://collegescorecard.ed.gov/school/?165644-Eastern-Nazarene-College>

ENC's Title IV School Code -- **002145**. For maximum award consideration, we recommend that you complete the FAFSA by March 1st for the upcoming academic year.

The FAFSA results will also determine if there is any other documentation needed, such as W-2s, passport, driver's license, marriage certificates, social security card, tax transcripts, court/agency documentation, etc.

The FAFSA is usually the only form required for students who may be eligible for a state grant. Some states may require a supplemental form in addition to the FAFSA.

Certain forms of institutional aid (e.g., scholarships) require completion of an additional application as well.

B. Verification

Based on federal regulations, some applicants are flagged for FAFSA Verification. This process requires that the applicant submit a Verification Worksheet, along with any other documents that Student Financial Services may request (tax documents, proof of citizenship, transcripts, etc.). Student Financial Services will inform all applicants by email if they are selected for verification and will assist you in the verification process.

C. Award Notification

Approximately three days to three weeks after submitting the FAFSA, the student will receive a Student Aid Report (SAR) from the U.S. Department of Education. The Institutional Student Information Record (ISIR) will also be sent to ENC, *provided that the applicant includes ENC's Title IV school code, 002145*, when filling out the FAFSA. In the event that the student did not list ENC on the FAFSA, but subsequently wishes to apply for aid at ENC, the student should log back in www.studentaid.gov and add ENC's school code. Student Financial Services must have an ISIR from the U.S. Department of Education for an admitted or active student before a complete financial aid award letter can be prepared.

Once an ISIR has been received, Student Financial Services will process it and send an award notification email to the student. Students should be aware that financial aid awards are subject to change whenever new information is received by Student Financial Services. Aid may decrease or be withdrawn due to FAFSA data errors discovered in verification, withdrawing from the college, dropping below full-time status (see [Section 6.04B](#)), academic probation, or suspension. Scholarships that arrive late in the process may alter loan levels or eligibility. It is not uncommon for a student to receive notification by email of updates to financial aid awards. Financial aid awards are considered to be estimated until the file has been verified or finalized.

All financial aid is based solely on the availability of funds.

4.04 TYPES OF POSSIBLE AID

The Division of Adult & Graduate Studies participates in the following federal and state programs. Additional information and/or application forms may be obtained by contacting Student Financial Services at 617-745-3712 or SFS@enc.edu.

A. Federal Pell Grant Program

The Federal Pell grant program is the need-based foundation of the federal financial aid program. Apply with the Free Application for Federal Student Aid (FAFSA) at www.studentaid.gov. Pell grants are usually awarded only to undergraduate students who have not earned a bachelor's or a professional degree. Eligibility is based on need as determined by the Department of Education's standard formula that is revised and approved by the U.S. Congress each year. Grants do not have to be repaid. Pell Grants, as an entitlement program, are available regardless of when the FAFSA is filed during the year, up to the last class day of that academic year. There is a lifetime Pell limit; students will be notified when they are getting near or have reached their Pell limit.

B. William D. Ford Federal Direct Loan Program

The Federal Direct Loan enables a student to borrow directly from the Federal Department of Education. The loan is guaranteed by a state or private non-profit agency or is insured by the federal government. Repayment begins six months after the student ceases to be enrolled at least half time (see [Section 6.04](#)).

Eligibility for a Direct Loan is determined by the FAFSA. Before funds can be credited to the student's account for the first time, the student must complete a loan entrance counseling program and a Master Promissory Note (MPN). Both of these requirements can be completed at www.studentaid.gov. Please note that the origination fees are extracted from the total amount of the loan, reducing the loan amount. Students must be enrolled at least half-time to receive a loan.

Direct loan borrowers must complete an exit counseling program when no longer enrolled for at least 6 credits, which is also available online at www.studentaid.gov.

- For *subsidized* loans, interest begins to accrue and repayment starts 6 months after the student graduates, drops below half-time, or leaves school. Subsidized loans are awarded based on need and thus may be partially or entirely awarded as an unsubsidized direct loan.
- For *unsubsidized* loans, interest begins to accrue immediately, even though repayment begins 6 months after the student graduates, drops below half-time, or leaves school. Students may choose to pay the interest while in college, keeping down the cost of the loan, or they may choose to defer the interest which will capitalize or compound, increasing the total cost of the loan.

Unsubsidized loans are not need-based. Graduate students may only receive unsubsidized loans.

The following grid shows the maximum loan amounts per academic year for eligible independent students who are enrolled full-time. The borrowing limit for independent undergraduate students is \$57,500 and the borrowing limit for graduate students is \$138,500 (combination of borrowing at the

undergraduate and graduate levels). Students who are considered dependents of another taxpayer should contact Student Financial Services for the relevant maximum loan amounts for dependent students. Part-time or partial-year students may qualify for a portion of the yearly amount.

Maximum Annual Loan Amounts for Independent Students

	Subsidized (max.)	Total (Sub + Unsub) (max.)
1 st -year, Undergraduate	\$3,500	\$9,500
2 nd -year Undergraduate	\$4,500	\$10,500
3 rd - and 4 th -year, Undergraduate	\$5,500	\$12,500
Graduate	n/a	\$20,500

C. State Aid

1. Massachusetts Grant and Scholarship Programs

The Massachusetts Office of Student Financial Assistance (MOSFA) provides a MassGrant that is available to undergraduate students who are residents of Massachusetts. This award is based upon family income and financial need as determined by the FAFSA. MOSFA must receive the FAFSA no later than May 1st (**prior** to the academic year) to be eligible for MassGrant.

2. Other States

Several states provide grant and scholarship money that can be applied towards educational purposes out of state. ENC may not receive notification of the award until after the school year begins. Consequently, students should be aware that an award package may be adjusted when the official notification is received from the state agency. Generally, only the FAFSA is required for students to be considered; however, some states may require other forms. Students should check with their state Department of Education as to whether additional documents are needed. Students should review deadlines for any state grants or scholarships for which they anticipate being eligible.

D. Veteran's Administration Educational Benefits

Eastern Nazarene College works closely with our active armed forces, veterans, and ROTC programs. We work with our service members to maximize their benefits at ENC. We are an accredited college that qualifies for receiving all benefits offered by the government to private colleges. ENC fully participates in the Yellow Ribbon Program and gives full tuition and fees to eligible students who qualify for the Yellow Ribbon Program.

In order for students with veterans' benefits to enroll in classes, ENC's Certifying Official must receive a current Certificate of Eligibility or Statement of Benefits before the first day of classes. Enrollment benefits are certified within four weeks of the first day of classes (fall, spring, or summer semesters) in order for the student to receive their housing and books money from the VA (sent

directly to student's home address from the VA). Tuition benefits (funds that are sent directly to the college) are certified after the semester's class drop deadline.

In accordance with Sec 103 of the Veterans Benefits and Transition Act of 2018:

Eastern Nazarene College permits any *covered individual** to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the department of Veterans Affairs (VA) website – eBenefits, or a VAF 28-1905 form for Chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

*A *covered individual* is any individual who is entitled to educational assistance under Chapter 31 Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill® benefits⁴.

Eastern Nazarene College does not penalize Chapter 31 or 33 students if/when the VA is late making payments. Eastern Nazarene College does not have any policies in place that would do any of the following while waiting for VA payments:

- Prevent enrolling
- Assessing a late penalty fee
- Requiring alternative or additional sources of funding
- Denies access to school resources

In order to prevent outstanding student accounts, Chapter 31 or 33 students must:

- Submit a COE or Statement of Benefits by the first day of classes
- Submit a written request to be certified
- Provide any additional information needed for certification.

E. Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant

The TEACH Grant Program (refer to <https://studentaid.gov/understand-aid/types/grants/teach>) is a federal aid program that provides grants of up to \$4,000 a year in exchange for agreeing to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school OR serve at a school or educational service agency that serves students from low-income families. As a condition for receiving a TEACH Grant, you must sign a TEACH Grant Agreement to Serve or Repay in which you agree to teach for at least four complete academic years within eight calendar

⁴ GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government web site at <https://www.benefits.va.gov/gibill>

years of completing the program of study for which you received a TEACH grant. You must also complete TEACH counseling.

IMPORTANT: If you fail to complete your service obligation, all amounts of TEACH Grants that you received will be converted to a Federal Direct Unsubsidized Loan. You must then repay this loan to the US Department of Education. You will be charged interest from the date the grant(s) were disbursed. Please see Student Financial Services for details about student eligibility requirements and approved teaching programs.

F. Vocational Rehabilitation Services

Individuals with a disability that directly impedes employability may apply to the Vocational Rehabilitation Services to determine eligibility for assistance (including education) toward a goal of employability.

G. Tuition Remission

Students who are full-time employees of Eastern Nazarene College or who participate in the graduate assistantship program may be eligible for tuition remission. (Full details on tuition remission employment benefits as well as the requirements for participation in the respective programs are available from the Human Resources office). For tuition remission benefits to be properly applied to the student account, a Tuition Remission Application form must be submitted to the Human Resources office each academic year.

H. Locating Other Sources of Aid

In addition to the above programs, many companies, corporations, and foundations offer aid to students based upon a variety of criteria. Students should investigate policies and programs of their employers and foundations within their fields. The Education Resources Institute (TERI) at the Boston Public Library (800-442-1171), the US Department of Education (800-4FED-AID), and the internet at www.finaid.org and www.sscwp.org, provide further information regarding financial assistance.

4.05 SATISFACTORY ACADEMIC PROGRESS (SAP)

All students receiving financial aid must make satisfactory academic progress in their degree programs. SAP is evaluated at the end of each academic term and students will be notified of their SAP status via their ENC email address.

A. SAP Criteria

The three minimum standards for maintaining satisfactory academic progress are:

1. Maintaining the minimum cumulative grade point average (GPA) or higher:

Number of Credits Attempted	Minimum GPA
0 – 32.9 credits	1.7
33.0 – 48.9 credits	1.8
49.0 – 63.9 credits	1.9
64.0 credits or more	2.0
Graduate – all attempted	3.0

2. Successfully completing at least 67% of the attempted credits:

- Successful completion of a course is defined as earning a Passing Grade: A, B, C, D, or S
- Unsuccessful completion of a course is defined as earning a Non-Passing Grade: F, W, X, NC, U, or I

3. Making incremental progress toward completing a degree within the allowable number of credits (including transfer credits):

Degree	Maximum Number of Credits
Associate's Degree (AA)	93 credits
Bachelor's Degree (BA/BS)	186 credits
Master's Degree (MS/MEd)	<i>depends on program</i>

Transfer courses: All transfer credits accepted by ENC will be included in determining the 67% completion rate and the maximum credit count of 150%. Grades of transferred courses are not included in the GPA calculation.

Repeated courses: Only the highest grade of a repeated course is included in the GPA calculation. However, each time the course is repeated contributes to the total number of attempted credits for financial aid purposes. A large number of repeats could jeopardize a student's financial-aid eligibility based on progress toward completing a program, as well as successful completion rate of attempted credit hours.

Audited courses: Courses taken as an audit are not counted either in determining the completion percentage or for purposes of determining GPA.

B. Types of SAP Status

- **Eligible:** Student is meeting the minimum academic standards or has no academic history. Fully **Eligible** for financial aid.
- **Warning:** Student did not meet minimum standards for GPA and/or 67% completion rate in the previous evaluation period. Student is still **Eligible** for financial aid but must reach all minimum standards by the end of the next evaluation period to maintain eligibility.
- **Ineligible:** Student has had two consecutive evaluation periods below minimum standards for GPA and/or 67% completion rate. Student is **Ineligible** for financial aid.
- **Timeframe:** Students must complete all degree requirements within a maximum number of credits attempted (includes transfer credits). A student who exceeds the credit hour limit is not making progress toward a degree within the federal requirements (i.e., 150% of the minimum number of credits necessary to fulfill the degree requirements), therefore that student is **Ineligible** for financial aid.

C. Re-establishing Financial Aid Eligibility

1. If a student has become **Ineligible**, s/he must bring up the GPA to the minimum standard and bring up the completion rate to 67%. In order to improve those criteria, s/he must enroll in and successfully complete courses without the benefit of aid since s/he will remain **Ineligible** during this time.

If a student has experienced mitigating circumstances (e.g., illness, family illness, change of major) during the most recent evaluation period, s/he may submit an Appeal to reinstate financial aid eligibility. In the appeal, the student must explain what has changed that will now allow them to meet the SAP requirements. The student must also submit supporting documentation with the appeal.

If the request is granted, the student will be placed on one of two Financial Aid Eligibility Statuses:

- **Probation** – The student is expected to improve to minimum standards by the end of the next evaluation period. The student is **Eligible** for financial aid but must meet minimum standards by the next evaluation period. A student cannot be on probation for two consecutive semesters.
- **Academic Success Plan** – The student cannot be expected to improve to minimum standards by the next evaluation period. The student and Eastern Nazarene College have agreed to a success plan to allow the student to meet minimum standards within a fixed number of evaluation periods. The student is fully **Eligible** for financial aid as long as they are strictly following the success plan. If at any time the student stops following the success plan, and they are not meeting the minimum standards, they will become **Ineligible** for financial aid. If a student meets minimum standards at any time while on a success plan their Financial Aid Eligibility status will be updated to Eligible.

If the request is not granted, the student will remain **Ineligible** for financial aid until they meet all minimum standards.

2. If a student has become ineligible **due to exceeding the maximum number of credits** and there are mitigating circumstances (e.g., illness, job-related, family illness, change of major), they may submit an Appeal to reinstate financial aid eligibility.

If the appeal is granted, the student will be placed on the following Financial Aid Eligibility Status:

- **Timeframe Academic Success Plan** – The student and Eastern Nazarene College have agreed to a success plan. The student is fully **Eligible** for financial aid as long as they are strictly following the success plan. If at any time the student stops following the success plan, they will become **Permanently Ineligible** for financial aid.

If the request is not granted, the student will remain **Ineligible** for financial aid.

Note: Students are limited to one Timeframe Academic Success Plan.

4.06 PROGRAM WITHDRAWAL

When a student withdraws (or is withdrawn) from school prior to the completion of an award period, a prorated amount of the student's institutional scholarships and grants will be withdrawn from the student's account, based upon the stated Refund Policy (see [Section 5.04](#)).

Additionally, Title IV federal and state financial aid will be repaid to the appropriate program(s) as mandated by regulations published by the U.S. Department of Education.

Title IV refunds will be repaid in the following order: Unsubsidized Direct Loans, Subsidized Direct Loans, Direct PLUS loans, Pell Grants, Iraq and Afghanistan Service Grants, FSEOG, and TEACH Grants.

V. BILLING AND PAYMENT POLICIES & INFORMATION

5.01 GENERAL STUDENT ACCOUNT INFORMATION

Regardless of the funding source, ultimately, the student is personally responsible for all costs incurred by enrolling in a degree program.

To ensure that students remain well-informed of their financial obligations, a list of current tuition and fees is publically available on the AGS website and in the most current *AGS Academic Catalog*.

All charges for a term are due and payable at the time of registration for that term. An itemized statement of the student's account is available via WebAdvisor on the ENC Portal (<https://portal.enc.edu/>). Where financial aid has been awarded, the balance is calculated after deducting those awards.

The student is responsible for any balance that is not covered by financial aid. Any questions regarding payments or problems associated with making those payments should be directed to Student Financial Services.

Students cannot be registered for any classes until financial clearance has been received from Student Financial Services. Students on financial hold are not eligible to register for classes or receive grades, transcripts, or diplomas.

Any financial arrangement between the college and its students will be binding *only* if such agreement is in printed or written form. Any arrangements concerning finances should be made only with staff from Student Financial Services.

5.02 ESTIMATED DIRECT COSTS OF ATTENDANCE FOR 2023-2024

Tuition and fees are reevaluated each fiscal year and are subject to change without prior notice. Costs vary by program. Students who enroll in a course or courses tied to another program may be subject to the tuition and fees of that program.

To calculate your expected direct costs: (your program's tuition rate × the number of credits you are taking) + any applicable fees = your expected direct costs

Please Note: The estimated direct costs for the full program are provided here for your planning purposes only. If changes are made to tuition rates or fees, these estimated costs will also change.

A. 2023-2024 Estimated Direct Costs: All Undergraduate Programs

Tuition rate:	\$440.00 /credit
Student fee:	\$10.00 /credit
Textbook fee (see Section 7.04):	\$55.00 /course
Graduation fee:	\$100.00

B. 2023-2024 Estimated Direct Costs: MS in Management (including Healthcare Administration track)

Tuition rate:	\$660.00 /credit
Student fee:	\$10.00 /credit
Textbook fee (see Section 7.04):	\$55.00 /course
Graduation fee:	\$100.00

C. 2023-2024 Estimated Direct Costs: MEd (public school licensure)

Tuition rate:	\$555.00 /credit
Student fee:	\$10.00 /credit
Textbook fee (see Section 7.04):	\$55.00 /course
Graduation fee:	\$100.00

D. 2023-2024 Estimated Direct Costs: MEd in Higher Education Administration

Tuition rate:	\$635.00 /credit
Student fee:	\$10.00 /credit
Textbook fee (see Section 7.04):	\$55.00 /course
Graduation fee:	\$100.00

E. 2023-2024 Estimated Direct Costs: MS in Marriage & Family Therapy

Tuition rate:	\$565.00 /credit
Student fee:	\$10.00 /credit
Textbook fee (see Section 7.04):	\$55.00 /course
Graduation fee:	\$100.00

F. Other Possible Fees (this list is not all-inclusive; fees are subject to change)

1. **Assessed credit portfolio fee.** Students who wish to receive assessed credit for non-academic learning experiences (see [Section 3.04D](#)) will be charged **\$75.00** to have their materials evaluated (nonrefundable) **and \$100.00** per credit awarded.
2. **Audit fee.** Students who wish to attend a course for personal enrichment rather than academic credit will be charged **50%** of the regular tuition and fee charges (see [Section 3.05](#)).
3. **Directed study fee.** Students who have irreconcilable scheduling issues may request that a course be offered in directed study format. In addition to the regular tuition and fees for the course, the student will be charged **\$275.00** per directed study course (see [Section 2.04B2](#)). Tuition remission agreements do not apply to directed studies.
4. **Health insurance fee.** Students who are registered in semester-length courses, with an enrollment status of at least $\frac{3}{4}$ -time will be automatically enrolled in the ENC-sponsored Student Health Insurance Program unless they submit an annual waiver that demonstrates that they are covered by a United States-based or Embassy-sponsored insurance plan with

coverage equal to or better than the Student Health Insurance Program. (See [Section 7.06C](#) for details.) The fee amount is not available at the time of catalog publication; please contact Student Financial Services for an estimate.

5. **Late course add fee.** Students who register for a course within 14 days of that course's start date will be charged **\$30.00** per occurrence (see [Section 6.08A](#)).
6. **Late course drop fee.** Students who do not attend class and do not follow the appropriate process to drop the course within the first 5 calendar days will be charged **\$25.00** per occurrence (see [Section 6.08B](#)).
7. **Thesis extension fee.** Graduate students who do not submit the completed thesis project by the end of the Thesis Seminar course (MM-565) will be charged **\$600** per 15-week deadline extension (see [Section 9.08C](#)). Students are permitted up to 8 thesis extensions before they must be readmitted to the program and restart the research sequence. Federal aid is not available for a thesis extension.
8. **Transcript requests.** Students and former students who request transcripts will be charged a processing fee. The fee **varies** depending on the level of service requested (see [Section 6.17](#)).

5.03 ESTIMATED INDIRECT COSTS OF ATTENDANCE FOR 2023-2024

Students may incur other types of costs as a result of attending classes that are **not charged to the student account**. These are called indirect costs. They are an important consideration for students estimating their total costs of attendance.

Estimated Indirect Costs for Undergraduate and Graduate AGS Students

Housing and Meals	\$11,350
Transportation	\$2,000
Personal Expenses	\$1,500
TOTAL	\$14,850

5.04 REFUND POLICY

Part of a student's commitment in enrolling in a program of higher education includes paying for the educational services rendered; each student has a financial responsibility for the classes in which s/he is enrolled.

A. Financial Aid Implications

In AGS, students are registered for a full term of courses and financial aid is calculated based on that anticipated schedule. When a student's schedule changes (due to adding, dropping or withdrawing from a course, or withdrawing from the program), a change in financial aid is likely. Financial aid will be adjusted to reflect the change in enrollment: an increase in the number of credits for which a student is registered in a term could result in an increase in the amount of aid for that term; a decrease

in the number of credits for which a student is registered in a term could result in a decrease in the amount of aid for that term.

Students should always check with Student Financial Services before dropping or withdrawing from a class to determine the financial consequences of their actions. If a student drops a course or withdraws from the program, his/her Student Enrollment Status could change from full-time to part-time to unenrolled (see [Section 6.04B](#)). Changes in Student Enrollment Status can result in serious financial consequences, such as: some or all of the financial aid funds may be returned to the source (e.g., the government); and/or some or all of the tuition and other associated costs could become the student's personal responsibility for immediate repayment.

In compliance with federal regulations, refunds for students receiving financial aid will be returned to the appropriate aid source(s) after a calculation is completed to determine the amount to be returned. The student will be responsible for any balance remaining and will receive a refund if there is a credit.

B. Refunds of Fees

Textbook fees and **Late Course Drop/Add fees** are non-refundable.

Students may request refunds of other fees by submitting a written petition.

C. Tuition Refunds

Students may drop a course at any time prior to the start date without incurring charges. Students who withdraw from a course after the start date will receive refunds according to the date of withdrawal, according to the charts below:

3-4 Week Courses

Date of Withdrawal	Refund
Prior to Day 1	100%
Days 1-7	50%

5-6 Week Courses

Date of Withdrawal	Refund
Prior to Day 1	100%
Days 1-7	66%
Days 8-14	33%

7-8 Week Courses

Date of Withdrawal	Refund
Prior to Day 1	100%
Days 1-7	75%
Days 8-14	50%
Days 15-21	25%

9-10 Week Courses

Date of Withdrawal	Refund
Prior to Day 1	100%
Days 1-7	80%
Days 8-14	60%
Days 15-21	40%
Days 22-28	20%

11+ Week Courses

Date of Withdrawal	Refund
Prior to Day 1	100%
Days 1-7	100%
Days 8-14	75%
Days 15-28	50%

Note: Students who do not officially withdraw from a course or program by submitting the appropriate form (see [Sections 6.08C](#) and [6.08D](#)) run the risk of forgoing their refunds. The College cannot guarantee these refunds if the student does not follow the proper procedures that set the process in motion.

5.05 BALANCES ON STUDENT ACCOUNTS

Student Financial Services must clear all students – both incoming and continuing students – before they can register for classes.

Financial clearance is based on the following criteria:

- Demonstration that sufficient funds are available to cover the full balance for the term. This includes all sources of funding such as government loans and grants, institutional aid, and outside scholarships that are included on the financial aid award letter (available via WebAdvisor on the ENC Portal: <https://portal.enc.edu/>).
- Submission of all documentation to satisfy the FAFSA verification or other requirements (if applicable).
- A payment path documented by Student Financial Services that includes any of the following types of funds:
 - Sources identified on the financial aid award letter (institutional aid, federal loans, private loans, outside scholarships, etc.)
 - Payment plans set up through TouchNet.
 - Employer payments
 - Family contributions (such as UPLAN and 529 plans)
- Meeting specified clearance deadlines

5.06 REFUNDS OF TITLE IV CREDIT BALANCES

In compliance with federal regulations, Eastern Nazarene College will resolve all Title IV credit balances eligible for refund within 14 days after disbursement of Title IV funds.

A “Title IV credit balance eligible for refund” is one in which all the applicable charges and credits have been posted to the account and the student’s eligibility for such funds has been reviewed and confirmed or adjusted based on current eligibility, enrollment or any other applicable conditions. Anticipated funds, including anticipated financial aid, are not considered credits to a student’s account until the funds have actually been disbursed to the account.

ENC will credit Title IV federal funds to a student’s account only against allowable institutional charges, including current charges for tuition and fees, and room and board. With the student’s (or parent’s, if a PLUS loan credit) written authorization, excess credit may be used for non-allowable charges incurred by the student at the College (e.g., fines, other fees, etc.). The Institution can apply \$200 of current year’s funds to the prior year’s charges. The authorization may also allow the school to hold a credit during an award year or period. After the award year or period ends, the credit

balance will be refunded within 14 days. Written authorization is provided by completing the “Excess Title IV Funds Usage Authorization” form and submitting it to Student Financial Services. A student may revoke the authorization at any time.

Title IV refunds will be automatically processed but, in some cases, a student may owe additional amounts to the College because some charges cannot be paid with Federal funds (e.g., fines, other fees, etc.). Students in this situation are still responsible to pay the outstanding balance according to the Student Billing policies, including any applicable penalties and late fees. Similarly, students are responsible for any charges that may occur after the refund is issued.

5.07 METHODS OF PAYMENT

Acceptable methods of payment include:

1. Payment in full. Payment must be made by cash, check, or personal money order. Payments will also be accepted online for credit/debit cards with a convenience fee added. ACH electronic payments can be made from a savings or checking account without a fee.
2. Advance Payment. The college will establish a reserve account in the name of any prospective student. The amount in reserve can be refunded if a change in plans becomes necessary, except for nonrefundable fees.
3. Monthly payments. An interest-free payment plan is offered through the ENC online portal. Please call Student Financial Services for more information.

5.08 PAST DUE ACCOUNTS

When a student has a past due account, ENC services will be withheld, including but not limited to, registration, grades, transcripts, and diplomas.

The College adds a \$100 late payment fee thirty days after the first day of classes for any unpaid balances. If the balance is to be paid by a federal or state grant, these charges will be reversed when the federal or state grant funds are received at ENC.

Any student who has become delinquent through failure to make payment or proper financial arrangements may be un-enrolled until such matters are satisfactorily taken care of with Student Financial Services. Any unpaid balance is seen as an education loan from ENC when bankruptcy is being considered. Thus, the unpaid balance is not dischargeable.

All debt not paid in a timely manner may be referred to a collection agency and may be reported to the Credit Bureau. If you feel a charge is in error, please contact Student Financial Services to avoid collection agency action. If it deemed necessary to refer the account to an agency, the debtor (student) will be responsible for all collection costs and legal fees. Once the account has been assigned to an outside agency, please contact the collection agency to discuss your account.

VI. ACADEMIC POLICIES & INFORMATION

This section is provided for quick and simple reference of the most commonly referred-to academic policies. Academic policies are published in their official format in the Academic Policy Manual, which is available online at <https://enc.edu/academics/registrar/policies/>

6.01 PRIVACY OF STUDENT RECORDS

The Family Educational Rights and Privacy Act of 1974 (FERPA) requires that students and their guardians receive written notification of their rights under the act pertaining to the student's educational records (including application and admissions records, academic records, and fiscal records).

These rights include the right to 1) inspect and review the student's educational records, 2) request an amendment to the student's records to ensure they are correct and otherwise not in violation of the student's right to privacy, 3) consent to the disclosure of information to other individuals or entities, 4) file a complaint with the Office for Civil Rights to seek redress if the college fails to comply with the requirements of the Act, and 5) obtain a copy of the college's policy.

Students who wish to allow release of their student records under specific circumstances must complete a Release form, which is available through the Registrar's Office.

For more detailed information about students' rights, please refer to <https://enc.edu/about/college-profile/consumer-information/ferpa-rights/>.

6.02 ORIENTATION

Incoming students are required to complete New Student Orientation before starting classes. During Orientation, students will receive critical information that will help them manage their academic progress, such as financial aid information, academic policies, student account information, available campus resources and student services, etc.

All admissions paperwork, financial arrangements, and health services forms must be completed prior to Orientation.

6.03 CLASSIFICATION OF UNDERGRADUATE STUDENTS

Undergraduate student classification is based upon the total credit hours earned to date:

Freshman	0 – 23.9 credits
Sophomore	24 – 56.9 credits
Junior	57 – 93.9 credits
Senior	94 credits – graduation

6.04 COURSE LOAD AND ENROLLMENT STATUS

A. Course Load

Course load refers to the number of credits a student is enrolled in during a given term. Course load affects a student's eligibility for financial aid and repayment of student loans.

Although individual students' course loads vary depending on several factors, typical AGS course loads are as follow:

All undergraduate AGS programs	12 credits (4 courses) per term
Master of Education	6-9 credits (2-3 courses) per term
MEd in Higher Education	12 credits (4 courses) per term
MEd in Urban Leadership	12 credits (4 courses) per term
MS in Marriage & Family Therapy	9 credits (3 courses) per term
MS in Management	12 credits (4 courses) per term

B. Student Enrollment Status

Enrollment status is based upon the student's course load for the term and is important for determining financial eligibility and repayment.

Definitions of Enrollment Status

(according to Credits per Term)

	Full-time status	$\frac{3}{4}$ -time status	Half-time status	Part-time status
Undergraduate	12 or more credits	9 or more credits	6 or more credits	Fewer than 6 credits
Graduate	6 or more credits	4.5 or more credits	3 or more credits	Fewer than 3 credits

A student's enrollment status becomes inactive when not enrolled in two consecutive 6-week courses (see [Section 6.08E](#)). Enrollment status is regularly reported to the National Student Clearinghouse for determining the repayment schedule of federal student loans.

6.05 CLASS ATTENDANCE

A. Face-to-Face, Hybrid, and Synchronous Online Courses

Because each class session in an accelerated program represents a significant percentage of the total instructional time for a course, class attendance is vital to the educational experience and, therefore, students are expected to attend all class sessions. Faculty are required to keep accurate attendance records that are maintained by the Registrar's Office for federal reporting purposes.

Specific attendance policies are provided in each course syllabus. ***The attendance policy stated in the course syllabus is authoritative and must be followed.*** Students are strongly advised to carefully review the attendance policies in each of their courses as there may be variations.

It is expected that any absence will negatively affect a student's course grade. The following guidelines (for classes with at least 6 sessions) provide recommendations for faculty in determining when a student has missed more class than is advisable for successfully completing the course.

- 1 absence: AGS recommends that the student's final course grade be dropped by one-half of a letter grade so that the highest grade that can be achieved for the course is an "A-" grade.
- 2 absences: AGS recommends that the student's final course grade be dropped by an additional one-half letter grade so that the highest grade that can be achieved for the course is a "B+" grade.
- 3 absences: AGS recommends that the student's final course grade automatically result in an "F."

Instructors have discretion in allowing students who were absent due to serious extenuating circumstances to complete appropriate make-up assignments to redeem their course grade. (These situations must be documented by the Registrar's Office.) If a student has excessive absences, s/he may be advised to withdraw from the course. (See [Section 6.08C](#) for details.)

B. Fully Asynchronous Courses

In each asynchronous online course, every student must complete the Course Enrollment Verification (CEV) quiz within the first 3 days of the course. The CEV is the official means by which students acknowledge their enrollment in the course and their intent to take it. Students who do not complete the CEV will be administratively dropped from the course; they will not be charged for the course and the course will not be included on their transcripts. (In the event of extenuating circumstances, students may request to be reinstated by submitting a written appeal to the Academic Advisor.)

This process ensures accuracy in the College's reporting and record-keeping, and is used to determine student enrollment status for financial aid purposes.

6.06 LATE WORK POLICY

Due dates and times for all assignments are clearly labeled in Canvas and are available prior to the start of the course. Instructors have discretion in whether or not to accept any late submissions of work. If late work is allowed, any assignments not turned in on the due date will be automatically marked down by Canvas, 10% (i.e., one letter grade) for each day late. Students with serious extenuating circumstances may contact the instructor to request an exception to the policy.

6.07 ACADEMIC INTEGRITY POLICY

A cornerstone of academia is a commitment to academic integrity. In a scholarly community, the importance of having respect for one's own work and the work of others is essential; building a sense of trust among members of such a community is crucial as individuals create, share, and apply scholarly work. The importance of academic integrity is heightened within a Christian community of scholars in that we are also accountable to God for any behavior of a dishonest nature. In consultation

with administrators, faculty and students, Eastern Nazarene College has set forth basic standards of academic integrity.

Basic Standards of Academic Integrity

At Eastern Nazarene College, integrity and honesty are expected and required in all activities associated in any way with academic course work. While it is not prudent or practical to attempt to specify an exhaustive list of unacceptable behavior related to academic integrity, examples of unacceptable behavior include, but are not limited to, the following:

- Cheating (e.g., using any unauthorized materials or devices during an examination, allowing other students to submit your work under their name, changing responses on an exam after it has been graded, etc.).
- Plagiarism, which is presenting the work of others as your own, either directly or by implication (e.g., not giving credit to the original source for any thoughts, ideas, quotations, charts, etc. included in one's own work, etc.).
- Falsifying information (e.g., reporting of undocumented data, fabricating a set of data, fabricating volunteer hours required for a course, etc.).
- Stealing and/or distributing exams which have not been authorized for release or included in syllabi, and discussed in individual classes at the beginning of each semester.

The Division of Adult and Graduate Studies takes academic integrity very seriously. Students who violate these policies are subject to a range of disciplinary action, up to and including immediate expulsion from their program, denying future admission to ENC.

Students and faculty should consult the Registrar's Office for the procedures for appealing and reporting academic dishonesty.

6.08 CHANGES IN REGISTRATION

Although the number of credits varies according to degree program and other factors, undergraduate students are typically registered for 12 credits (4 courses) each term and graduate students are generally registered for 9-12 credits (3 or 4 courses) each term. (See [Section 6.04A](#).)

Students who need to change their registration (i.e. adding, dropping, or withdrawing from one or more courses) must complete a "Change of Registration" form in order to appropriately notify all necessary administrative departments. Forms are available online from the ENC Portal (<https://portal.enc.edu>) or by request from an Academic Advisor. The completed form must be returned to an Academic Advisor. Failure to submit the completed form could result in return of all financial aid funds to the source.

A. Adding a Course

All students who wish to enroll in one or more courses must first be financially cleared to do so. (See [Section 5.05](#).) To make changes outside of the usual registration window (see [Section 2.07A](#)), the

student must complete the Add portion of the “Change of Registration” form and submit it to the Academic Advisor. Students who add a course within 14 days of the course’s start date will be charged a \$30 Late Course Add fee (see [Section 5.02F4](#)).

Concurrent Courses

In the accelerated program model, students typically take only one course at a time, but students may request approval to take a maximum of 2 courses within the same course cycle. Approval is granted on a case-by-case basis with a variety of criteria considered for each request.

The most significant issue is that the student must have a proven record of recent academic success in order to be eligible. S/he must have a GPA of at least 3.0 (undergraduate) or 3.5 (graduate), and have successfully completed at least 4 courses in his/her current program at ENC. Additionally, some courses (such as those in the CP sequence) are rarely allowed to be taken concurrently with another course because of the nature of the class or the expected workload.

Students who wish to request a “double-up” should discuss the matter first with the Academic Advisor and then submit a “Course Overload Request” form in order to be considered for approval.

B. Dropping a Course

When a student completes the “Remove” portion of the “Change of Registration” form *prior to the course’s start date*, it is defined as “dropping a course.” There will be no charge for the dropped course and it will not appear on the student’s official academic record.

If an enrolled student does not attend the first session of a course or does not complete the Course Enrollment Verification in an asynchronous course, AGS staff make every effort to contact the student to determine whether s/he intends to remain enrolled in the course. If the student plans to drop the course, s/he must respond before the census date (the 5th calendar day after the start date). If the course is dropped after the census date – *even* if the drop must be initiated by an AGS staff member (i.e. administrative withdrawal) due to the student’s failure to communicate – the Late Course Drop fee will be charged. (Refer to [Section 5.02F5](#).)

Note: Students dropping or withdrawing from a course should not presume that the same books and/or materials will be used when s/he enrolls in the same course at a later date.

C. Withdrawing From a Course*

When a student completes the “Remove” portion of the “Change of Registration” form *after having attended at least one class session* (or after having completed the Course Enrollment Verification) *but before the course midpoint*, it is defined as “withdrawing from a course.” There will be a prorated charge for the course (refer to the Refund Policy in [Section 5.04](#) for details) and the course will appear on the student’s official academic record with a “W” grade.

Students who request a withdrawal after the course midpoint (i.e. the withdrawal deadline) will receive the grade they have earned in the course. Additionally, they will not be eligible for a refund (refer to the Refund Policy in [Section 5.04](#) for details).

Failure to make contact with an Academic Advisor or failure to complete the necessary withdrawal paperwork will result in the student earning an “F” grade on their transcript and being billed for the full amount of the course.

IMPORTANT: Students are expected to understand the possible consequences of their actions and are responsible to familiarize themselves of them BEFORE officially withdrawing from a course:

Financial Implications of Withdrawal

Withdrawal from courses after the start date is subject to the Refund Policy detailed in [Section 5.04](#). Refer to the Refund Policy to determine the financial ramifications of course withdrawal.

Students using any form of federal financial aid or veteran’s benefits must be very careful as course withdrawals may significantly reduce their eligibility for aid. Contact Student Financial Services for personalized information about your aid.

Academic Implications of Withdrawal

Withdrawal from a course may cause scheduling complications that could ultimately delay the student’s graduation. Some courses are prerequisites for others and must therefore be completed in careful sequence. Academic Advisors are available to help the student arrange to take the class at another time, but students are cautioned that the needed class may not be available at the time or location desired.

Note: Students dropping or withdrawing from a course should not presume that the same books and/or materials will be used when s/he enrolls in the same course at a later date.

D. Withdrawing From a Program*

If a student withdraws from a degree program, the student must complete a “Program Withdrawal” form and provide full information concerning the withdrawal. If the student wishes to re-enter the Division at a later time, he or she must apply for readmission (see [Section 3.06](#)).

Note: Program withdrawal will activate the process for starting repayment of federal loans. Contact Student Financial Services for personalized information about the grace period and loan repayment.

E. Administrative Withdrawal From a Program*

Students may be withdrawn by administrative action from the remainder of the courses in their degree program for a variety of reasons. Those reasons may include, but are not limited to:

- Academic suspension
- Incomplete or fraudulent admissions documentation and/or health services paperwork
- Blatant or repeated commission of academic dishonesty
- Failure to make satisfactory financial arrangements

- Failure to meet minimum grade requirements
1. Administrative program withdrawal will activate the process for starting repayment of federal loans. Contact Student Financial Services for personalized information about the grace period and loan repayment.
 2. Depending on the specific circumstances of the administrative withdrawal, students may be eligible for readmission to the program (see [Section 3.06](#)).
 3. There is no leave of absence or hiatus status available for students enrolled in nontraditional or graduate programs. Students who do not attend classes for 3 months or longer will be administratively withdrawn from the program. The withdrawal will be dated according to the last date of attendance. Students desiring to return to the program must reapply in order to reactivate their student status.

*** IMPORTANT FINANCIAL AID ISSUES**

When a student withdraws (or is withdrawn) from school prior to the end of a semester, a prorated amount of the student's institutional scholarships and grants will be withdrawn from the student's account, based upon the stated Refund Policy (see [Section 5.04](#)). Additionally, Title IV federal and state financial aid will be repaid to the appropriate program(s) as mandated by regulations published by the U.S. Department of Education. Title IV refunds will be repaid in the following order: Unsubsidized Direct Loans, Subsidized Direct Loans, Direct PLUS loans, Pell Grants, Iraq and Afghanistan Service Grants, FSEOG, and TEACH Grants.

6.09 GRADING

The authority and responsibility for evaluating and grading students' academic performance in a course is vested with the faculty who are retained for, among other factors, their competency in making such judgments.

Faculty, as professional educators and subject matter experts, will evaluate student performance and submit final course grades to the Registrar's Office, adhering to the stated Attendance Policy in reference to absenteeism and tardiness.

As there may be financial or administrative reasons to withhold a grade, ***faculty are not permitted to provide final grades directly to students***. Additionally, the grade calculation as displayed by the Canvas Learning Management System may not be entirely accurate and should NOT be considered the official final grade for the course. Only the grades displayed in the WebAdvisor section of the ENC Portal (<https://portal.enc.edu/>) are official grades that will remain on the student's academic record.

A. AGS Grade Scale

The Division uses the following system across all programs to evaluate student performance:

Letter Grade	Range (%)	Description	Quality Points
A	100-95	Outstanding	4.0
A-	94-90	Excellent	3.7
B+	89-87	Very Good	3.3
B	86-83	Good	3.0
B-	82-80	Somewhat Good	2.7
C+	79-77	Above Average	2.3
C	76-73	Average	2.0
C-	72-70	Below Average	1.7
D	69-67	Poor	1.0
F	66-0	Failing	0

NOTE: There is no **A+**, **D+**, or **D-** in the grading system.

W = Withdrawal from the course; the student must officially withdraw from the course by contacting their Academic Advisor in writing before the midpoint of the class (see [Section 6.08C](#)). Refer to the Refund Policy ([Section 5.04](#)) to determine the percentage of tuition that will be charged.

B. Incomplete Grades

I = Incomplete grade (issued *only by prior written arrangement* with the faculty member); the student has one additional course cycle (following the end of the course) in which to complete all coursework.

Students who are unable to complete all course requirements on a timely basis due to extreme extenuating circumstances or events, may **by prior arrangement with the instructor and approval of the Registrar** receive the grade of “I”. This “I” grade should not be issued to students who have missed several classes or to students who have mismanaged their time.

The instructor approving the “I” grade must complete the “Incomplete/Change of Grade” form in order to document all remaining work to be completed and the date by which it is ultimately due; the request must be approved by the Registrar.

Once the student has successfully completed the work within the given timeframe, the instructor will issue an actual grade (i.e. a letter grade) by contacting the Registrar’s Office.

If no actual grade is issued within the stated timeframe, the “I” grade will be changed to an “F” and the student will be required to repeat the course at his/her own expense.

C. Repeated Courses

Students may repeat courses previously passed or failed to improve grades. Only the highest grade earned is used to calculate the grade point average and credit is only awarded once. Substitutes will not be made for courses no longer offered. All grades remain on the transcript. Classes taken as transfer courses may be taken as repeated courses with the higher grade used to calculate the overall cumulative GPA.

Note: Repeating a course could impact financial aid eligibility. Refer to [Section 4.05A2](#) or contact Student Financial Services for information.

D. Pass/Fail Grades

Some courses are predesignated as having pass-fail grading and, under certain circumstances, students may opt to take other courses on a pass-fail basis. Students who wish to exercise the pass-fail option should seek guidance from the Academic Advisor and notify the Registrar's Office in writing.

S = Satisfactory grade; if the instructor turns in a grade ranging from A to C-.

U = Unsatisfactory grade; if the instructor turns in a grade of D or F.

Pass-fail grades do not carry quality point value and have no effect on cumulative GPA. They do, however, contribute to the total number of attempted credits calculated for financial aid purposes (see [Section 4.05A2](#)).

6.10 GRADE REPORTS

At the end of each course, the instructor submits final course grades for each student no later than 2 weeks after the end of the course.

As there may be financial or administrative reasons to withhold a grade, ***faculty are not permitted to provide final grades directly to students.*** Additionally, the grade calculation as displayed by the Canvas Learning Management System may not be entirely accurate and should NOT be considered the official final grade for the course.

When final grades have been submitted, they will be available via the WebAdvisor area on the ENC Portal site (<https://portal.enc.edu/>) *if there are no financial or administrative holds*. If necessary, a student may request and receive a paper copy of any grade report issued within the past 3 months. (If a student needs more extensive records, he/she should request an official transcript. See [Section 6.17](#) for information.)

6.11 GRADE APPEALS

The faculty member is the only person who can fairly evaluate a student's performance in a given course since s/he is the individual responsible for the instructional experience in that course.

Students should understand that evaluation in the form of grading is viewed by AGS as a contractual relationship between faculty member and student, and although students have the right to appeal, actual changes in grades are both rare and at the discretion of the faculty member. AGS will intervene only in extreme circumstances and even then as an intermediary.

If a student believes there is concrete reason to appeal the grade for a course, these procedures should be followed:

1. The student should discuss the matter fully with the instructor. There is always the possibility of a misunderstanding or an error in calculation which can be resolved at this level.
2. If direct discussion with the instructor does not resolve the matter, the student may contact the Academic Advisor and request a Grade Appeals form. The deadline to formally appeal a grade is 8 weeks from the end of the course.
3. The AGS Appeals Committee will solicit information from the student and the instructor to aid in making a decision about whether or not to intervene in the situation.
4. The AGS Appeals Committee chair will inform all concerned parties in writing of the committee's decision.

6.12 CUMULATIVE GRADE POINT AVERAGE (GPA)

Cumulative GPA is calculated based on all courses taken at ENC and all courses taken at accredited colleges after the student has completed at least one course at ENC. The cumulative GPA is used to determine academic standing and degree requirements.

6.13 ACADEMIC HONORS

Academic honors are recognized in undergraduate programs only. They are based on grades earned at Eastern Nazarene College (does not include transfer credit). To qualify for the Honor Roll or Dean's List for a given semester, students must be enrolled in at least 12 credits (not counting pass/fail courses) and earn a minimum GPA of 3.7 for the Dean's List and a minimum of 3.2 to be named to the Honor Roll.

6.14 ACADEMIC DISCIPLINE

Students in the Division of Adult & Graduate Studies are evaluated after the close of each term to determine their academic standing. Within 2 weeks of academic standing determination, students will be notified if they fail to meet the criteria for good academic standing and will face varying levels of disciplinary action.

There are four categories of academic standing: Good Academic Standing, Academic Warning, Academic Probation, and Academic Suspension.

A. Good Academic Standing

Students who maintain a grade point average (GPA) at or above those shown in the following table are considered to be in good academic standing.

Cumulative Credits Attempted	Minimum Cumulative GPA
0 – 32.9	1.7
33 – 48.9	1.8
49 – 63.9	1.9
64 or more	2.0
Master's	3.0

Students may access their cumulative grade point average at any time via the WebAdvisor section of the online ENC Portal site (<https://portal.enc.edu/>). Students who fall below the minimum standards (indicated above) are not in good academic standing and will be placed on academic warning, academic probation, or academic suspension.

B. Academic Warning and Academic Probation

Students who have a cumulative GPA of less than the minimum standard will be placed on Academic Warning if they have attempted fewer than 19 credits, or on Academic Probation if they have attempted more than 19 credits.

Within 3 weeks of being notified of their academic standing, students who are not in good academic standing must sign an *Acknowledgement Form* and return it to the Registrar's Office. Students on Academic Warning or Academic Probation are encouraged to contact their Academic Advisor, instructors, and the Center for Student Enrichment for advice, counsel, and to formulate a plan for academic success.

C. Academic Suspension

A student may be academically suspended if any one of the following criteria is met:

1. Students may be suspended if, after one academic period on Academic Warning or Academic Probation, the cumulative GPA is not improved as determined by the Academic Standing Committee, OR
2. Students may be suspended if, at any time after two academic periods at ENC, the GPA falls below a 1.0 average, OR
3. The student exhibits excessive absences during an academic period.

D. Removal from Academic Suspension**Appealing Suspension**

A suspension may be appealed within 14 days from the date on the dismissal notification. Appeals must be submitted in the form of a professionally written letter addressed to the Academic Standing

Committee and must include the reasons for the appeal and assessment of academic difficulties. Submit the appeal to the Registrar's Office for routing to the Academic Standing Committee. If the suspension appeal is granted, the student will be placed on Academic Probation for the following term.

Readmission after Suspension

Suspended students may apply for readmission after one term has elapsed by presenting evidence of a commitment to improving academic performance and success. Readmission is not automatic and is contingent upon evidence that the student has gained the ability and motivation to succeed academically. As evidence of this commitment, students should present an official transcript of courses taken during the suspended semester. Applications for readmission must be reviewed by the Registrar's Office and Student Financial Services. The application is available in the AGS Admissions Office. (Readmission requirements and policies are detailed in [Section 3.06](#).)

6.15 END-OF-COURSE SURVEYS AND METHODS FOR CONTINUOUS IMPROVEMENT

To provide information used for continuous improvement within the Division of Adult & Graduate Studies, a systematic evaluation process was developed. At the end of each course, students are asked to complete the End-of-Course Survey, which attempts to collect information about the curriculum, faculty, and administrative services. Faculty members are also asked to complete a Faculty End-of-Course Survey on similar topics.

These two components of the evaluative process are designed to provide meaningful feedback to be utilized in quality control and continuous improvement of administration, instruction, and service to the adult learner.

In addition to review of the survey results, these elements are also in place to ensure ongoing quality:

- Faculty selection process.
- Review of final grade and attendance sheets, faculty introductory memos and grading criteria.
- Student product sampling.
- Faculty evaluation conducted using a "Classroom Observation Report" as completed by an administrator and provided to faculty for feedback for improvement.
- Faculty development sessions.
- Faculty involvement in curriculum review and revisions.
- Participation in the regular cycle of academic program evaluation and review.
- Oversight by the institution's committee structure, particularly the Curriculum Committee and Academic Policy Committee.

6.16 GRADUATION

Eastern Nazarene College has four official diploma dates each year: January, May, June, and August. Specific dates are established 5 years in advance and are published in each academic calendar. Commencement Exercises are held the first Saturday in May at the Quincy, Massachusetts campus.

To be eligible for graduation, students must 1) be financially cleared by Student Financial Services and 2) have completed all requirements two weeks prior to the graduation date. (Refer to the Program Descriptions in [Section IX](#) for specific graduation requirements for each program.)

Students must submit a completed “Application to Graduate” form to the Registrar’s Office **at least 3 months prior** to their intended graduation date in order to be included in communications, to have the appropriate diploma ordered, etc. Students who complete the form will receive regular communications and information about the graduation date and ceremony via the ENC email account.

Students who are no more than 9 credits short of meeting graduation requirements may petition the Registrar’s Office to be allowed to participate in the May Commencement Ceremony if they are scheduled to complete all remaining degree requirements prior to the August graduation date.

General information is provided below; check with your Academic Advisor to verify your own expected graduation date.

Program Completion	Diploma Date	Commencement Ceremony
September to January	late January	the following May
February to early May	early May	same time
May to June	June 30th	the previous May
May to August	late August	the previous May

Students’ transcripts are updated with the official graduation information as soon as possible after each graduation date.

A. Undergraduate Graduation Honors

Graduation honors are recognized in undergraduate programs only. They are as follows:

- To graduate *Cum Laude*, the student shall have attained a GPA of at least 3.5.
- To graduate *Magna Cum Laude*, the student shall have attained a GPA of at least 3.7.
- To graduate *Summa Cum Laude*, the student shall have attained a GPA of at least 3.9.

Baccalaureate students who graduate in the top 15% of their graduating class may be elected to Phi Delta Lambda, the national honor society of the colleges and universities of the Church of the Nazarene. This distinction qualifies the graduate to wear a red cord at Commencement.

B. Outstanding Student Awards

Outstanding AGS students are recognized with a special award. 3 nominees are selected for each program by the AGS Awards Committee according to grade point average greater than 3.90, faculty and advisor recommendations, and commitment to ENC and the ENC values. All nominees wear a special medallion at Commencement and the winners are announced in the ceremony. ENC will select one Outstanding Male and one Outstanding Female at both the undergraduate and graduate degree levels from the nominees.

6.17 OFFICIAL TRANSCRIPTS

The Registrar's Office maintains the official academic records for all students who have completed coursework at Eastern Nazarene College. *No transcript will be issued for any student or former student who has a past-due financial balance with the College.*

A. Transferring Credit from ENC

Students seeking to transfer coursework to other institutions must contact the receiving institution to request a formal evaluation of the coursework completed at ENC. Each institution determines their own standards for how the curriculum taken at ENC may be incorporated into the curriculum structure of the receiving institution.

B. Ordering Procedures

Active or inactive students or alumni may submit a written request to release an official copy of a transcript of their academic record. Upon receipt of a written, signed request, the Registrar's Office will release transcripts to identified parties, provided all financial obligations to the college have already been met. There is a fee for processing transcripts. For complete instructions and delivery options, refer to <https://enc.edu/academics/registrar/services/>.

In order to protect the integrity of the document and students' privacy, the Registrar's Office does not release unofficial transcripts and does not fax transcripts. A legal name change on a student transcript will require submission of legal documentation.

6.18 CHANGES IN STUDENT INFORMATION

A student who changes his/her name, address, telephone, employer, etc., should submit that information on a "Change of Student Information" form to his/her Academic Advisor. Up-to-date information is necessary for students so students can be informed of class cancellations, receive textbook shipments, etc.

6.19 GENERAL APPEALS AND PETITIONS

Students have the right to formally appeal institutional policies. An appeal (sometimes called a petition) is a request to waive a policy that has been or will be applied. The central focus of an appeal is the institutional policy and the considered merits of its waiver.

Appeals may concern academics, student life, financial affairs, policies and regulations, admission to and retention of students in academic programs, academic inequities, and forms of academic discipline. At each level of appeal, both the appeal and the decision must be in writing on the appropriate form. The investigation may include personal appearances by the parties involved in the appeal. Appeals are determined on a case-by-case basis; therefore, decisions are not precedent-setting.

Please note that certain types of appeals have specific processes outlined elsewhere in this handbook (e.g., Grade Appeals in [Section 6.11](#)). For clarification of specific actions you should take for your situation, please contact your Academic Advisor.

6.20 COMPLAINTS & GRIEVANCES

A. Informal Complaints

Many issues can be resolved through open and honest communication between the involved parties. Anyone who experiences a problem should first attempt to resolve the concern informally with the person(s) or office(s) most closely connected to the issue. If the issue cannot be resolved through this informal complaint process, the aggrieved person should file a formal, written grievance.

B. Formal Grievances

A grievance is a formal complaint of alleged unfair or discriminatory practice or decision by faculty, administration, or administrative staff. The central focus of a grievance is not a policy but rather the action of the individual against whom the grievance is filed.

A person filing a grievance must do so in writing and provide supportive evidence that shows that the unfavorable decision is in violation of institutional policy or practice, or that the person has been treated in a different way than other persons in similar circumstances have been treated.

Retaliation against any person who files a complaint or grievance of alleged discrimination, participates in an investigation, or opposes discriminatory employment or education practice or policy is **strictly prohibited** under institutional policy and by State and Federal law.

Institutional Procedures for Filing a Grievance

1. The complainant shall submit the grievance by completing the online Formal Complaint/Grievance form (<https://enc.edu/complaints-and-grievances/>) requesting reconsideration of an unfavorable decision. The grievance will be forwarded to the faculty member, staff, or administrator in question (copied to the individual's immediate supervisor),

who will provide a written response to the complainant no later than 15 working days after receipt of the initial petition.

2. If the complainant is not satisfied after step one, s/he may forward the original grievance petition and response to either the Academic Leadership Team (if filed against a faculty member) or the immediate supervisor (if filed against a staff member or administrator). The Academic Leadership Team or the immediate supervisor must respond in writing no later than 15 working days after receipt of the grievance petition.
3. If the complainant is not satisfied after step two and if the grievance petition has not yet involved the College President, s/he may forward the original grievance petition and responses to the College President. The College President must respond by mail no later than 15 working days after receipt of the grievance petition. The decision of the College President shall be final.

The complainant who receives no response within 15 working days at any level in the grievance process may appeal to the next higher level. Those hearing the grievance at the higher level shall secure the written opinion of those who failed to respond at the lower level.

Although the College will make reasonable efforts to comply with these timelines, circumstances such as access to information, availability of personnel, and school breaks, may justify an extension of time.

External Entities for Mediating Grievances

1. For **Massachusetts Residents and Online Students in Non-SARA Member States and Territories:**

After you have exhausted the grievance procedures made available by Eastern Nazarene College, as indicated above, if your grievance has not been resolved, you may file a consumer complaint with the Massachusetts Department of Higher Education (DHE) by using the consumer complaint form (<https://www.mass.edu/forstufam/complaints/complaints.asp>). The DHE consumer complaint form should be used by students who are located in:

2. For **Virginia Residents:**

After you have exhausted the grievance procedures made available by Eastern Nazarene College, as indicated above, if your grievance has not been resolved, you may file a complaint with the State Council of Higher Education for Virginia (<https://schev.edu/index/students-and-parents/resources/student-complaints>). The student should submit written complaints to: State Council of Higher Education for Virginia, Private and Out-of-State Postsecondary Education, 101 N. 14th Street, 9th Floor, James Monroe Building, Richmond, VA 23219.

3. For **Online Students Located in SARA Member States and Territories:**

After you have exhausted the grievance procedures made available by Eastern Nazarene College, as indicated above, if your grievance has not been resolved, you may file a complaint with the DHE by using the SARA complaint form (<https://www.mass.edu/foradmin/sara/complaints.asp>). The DHE SARA complaint form should be used by students who are located in SARA member states and territories (refer to

<https://nc-sara.org/directory>). This includes all students who are located in SARA member states and territories for the purposes of completing out-of-state learning placements, such as internships, practica, clinical experiences, etc. in SARA member states and territories outside Massachusetts.

Additional information from the DHE's SARA complaint website (<https://www.mass.edu/foradmin/sara/complaints.asp>) is below:

The SARA complaint process is as follows:

1. Students must first attempt to resolve their complaint using internal administrative procedures offered by the SARA institution.
2. After all administrative remedies have been exhausted with the MA-SARA institution, the student may submit a SARA Complaint via the URL below.
3. The Department shall send a copy of the complaint to the institution that is the subject of the complaint;
4. Within 30 days of the date that the Department sends a copy of the complaint to the institution, the institution must provide a written response to the student and the Department.

More information about DHE's complaint processes can be found at <https://www.mass.edu/forstufam/documents/Final%20DHE%20Complaint%20Policy.pdf>.

VII. STUDENT SERVICES AND RESOURCES

7.01 LIBRARY SERVICES

The Nease Library is located within ENC's Learning Commons building. The library supports student academic success with a variety of resources and the library staff works closely with faculty and other student services to provide access to all of those resources.

A. Electronic (Online) Resources

The library website (<http://libguides.enc.edu/>) consolidates access to resources and services for all ENC students and the ENC community. (ENC NetIDs are required for accessing electronic resources; see [Section 7.02D](#).) LibGuides are online research guides that are organized by subject, topic, or course. The LibGuides point students to relevant databases, books, websites, and citation styles based on the subject, topic, or course.

Books are available in both print and electronic format (https://catalog.ocln.org/client/en_US/nease/). Because the library is part of a library network (the Old Colony Library Network, OCLN), ENC's library books can be picked up and returned to libraries all over the South Shore. eBooks are available for download or can be read online with an active internet connection.

Article databases (<http://libguides.enc.edu/az.php>) are available to all students with an active NetID and cover all the subjects taught at ENC.

Interlibrary loan and document delivery are two services libraries use for sharing resources with students. If there is a resource you cannot access personally, Nease Library will do its best to find it and get it to you in a timely manner.

B. Physical Resources

The Nease Library building has 4 floors. Two floors are reserved for quiet, individual study for those who prefer or need that environment.

The building is equipped with 6 group study rooms that can be reserved online (<http://enc.libcal.com/booking/lcstudyrooms>). The two first-floor rooms have a flat screen monitor that can connect to a laptop so student groups can practice presentations or work collaboratively on a project.

The PC computer lab is open whenever the library building is open, and there are also 14 iMacs for student use. Free secure printing for individuals with an ID card or NetID login credentials is available in the building, including free color printing.

The Instructional Resources Center (<http://libguides.enc.edu/irc>) is located on the ground floor. It provides space and materials (some at a nominal cost) specifically for education students. All students, however, may use the IRC to create presentations or work on other visual projects.

C. Library Instruction

Library instruction sessions are embedded within a number of courses, particularly those taken by students toward the beginning of their program. During this time, librarians will review the services and resources provided by the library and will present basic research instruction appropriate to the students' degree level. Library sessions are not optional.

For students located at a distance from the Nease Library, the library session will be conducted as an online webinar, which will be scheduled on a specific day/time. For asynchronous online courses, the library session will take place asynchronously within the course's Canvas site.

D. Library Assistance

Students needing individual assistance can receive it in a variety of ways:

- **Face-to-face:** The Library's daily hours of operation are posted on the website, <http://enc.libcal.com/hours/>. (Please note that hours vary depending on the academic year.) Professional librarians staff the Reference Desk from 6:00pm-9:00pm, Sundays-Thursdays, to assist students with their research. Students can also make an appointment with a librarian through the library website.
- **Email:** Email ask.a.librarian@enc.edu with questions or concerns.
- **Phone:** Call 617-745-3850 during the hours of operation. Student staff members can provide assistance with routine technology and/or library issues. If necessary, callers can be connected with a professional librarian for more advanced levels of help.
- **Online:** Librarians have developed a playlist of YouTube videos (linked from the library website, or available as a playlist on the ENC YouTube channel, https://www.youtube.com/playlist?list=PLYF8_SiV_ltgElbco6saahD1Qs3yNIGYk). These videos demonstrate how to navigate the website, find books and articles, and set up library accounts for research and citation management.
- **Online:** Eastern Nazarene College is partners with Tutor.com, the world's largest and highest-rated online tutoring company, supporting our students' academic journey with live, online tutoring, available 24/7 in over 190 subjects, including Business, Education, Humanities, Math, Science, Social Science, and Writing, plus free essay paper review. How it works:
 - Step 1: Students sign into Canvas, select a course, then click on the "Tutor.com 24/7 Online Tutoring"
 - Step 2: Students type in questions from their assignment they need help with,
 - Step 3: Click on 'Connect Now' – and students are connected to an expert Tutor.

7.02 TECHNOLOGY SERVICES

Information Technology Services (ITS) is responsible for the development, support and maintenance of campus computing and telecommunication facilities. Several key services are listed below. Please visit the ITS web site at <http://enc.edu/its> to see all services including software deals, signing up for emergency alerts as well as various instructions.

A. ENC Network ID (NetID)

Your NetID is your login credentials (username and password) to access ENC's systems and applications with the same login and password. With the NetID, you can access ENC email and Office365 software (<https://outlook.office365.com/enc.edu>), ENC Portal (<https://portal.enc.edu>), secure wireless (<https://portal.enc.edu/Campus/IT/Wireless/Pages/default.aspx>), library databases (<http://libguides.enc.edu>), Canvas Learning Management System (<http://enc.instructure.com/>), campus lab computers, and printer-copiers.

Incoming students should go to welcome.enc.edu to activate the NetID the first time.

B. ENC Email

ENC creates an e-mail account for all of its students, faculty, and staff. This account serves as an official communication channel for the College, so students will receive critically important information (class schedules, cancellation announcements, graduation information, etc.) through this e-mail address. **Students are responsible for all information sent to this e-mail address and are expected to check it frequently.** Instructions are available to allow you to configure all your personal devices to receive email. To check email using a browser, go to <https://outlook.office365.com/enc.edu>

Important: By law, the privacy of certain personal and academic information must be protected and therefore ENC will not use unsecured communication channels. ENC personnel (including faculty) are not permitted to send any information by email unless it is sent to the ENC-provided email address.

C. ENC Portal

The ENC web portal (<https://portal.enc.edu/>) is used for accessing many important student services and information. Your NetID login and password provide secure access to your personal information regarding:

- Financial Aid award information
- Student bill/account
- Class schedule and textbook information
- Grades
- Degree audit
- Academic history (unofficial transcript)

- Graduation information

D. Electronic Library Access

The Nease Library has a number of electronic resources and article databases that can be accessed online. Students need their NetID to access these valuable research resources. To visit the library's site, go to <http://libguides.enc.edu>

E. Learning Management System

A learning management system (LMS) is an online system that provides advanced technology for sharing class information, links, or handouts; submitting assignments; collaborating in discussions or on group projects; tracking assignment grades; and communicating with everyone enrolled in the class.

ENC's learning management system is Canvas. Students and faculty can access Canvas via links on ENC's homepage or the ENC Portal page, or by typing <http://enc.instructure.com> directly into a browser window. Log in using the NetID and password.

For questions related to Canvas, please refer to the Canvas Basics knowledgebase which is available by direct link from every course site.

Refer to course syllabi to determine the extent to which Canvas will be used in each particular class.

Minimum computer specifications include:

Operating System:

- Windows XP SP3 and newer
- Mac OSX 10.6 and newer
- Linux - ChromeOS

Computer Speed and Processor:

- Use a computer 5 years old or newer when possible
- 1GB of RAM
- 2GHz processor

Internet Speed:

- Minimum of 512kbps

Internet Browser:

- Use either Chrome or Microsoft Edge; other browsers are not fully compatible

F. Wireless Network Access

To use ENC's secure wireless network on campus, you will need your NetID login and password. When you first access the network, you will be directed to ENC's network access page (<http://welcome.enc.edu/>), where you will need to login.

Access to wireless internet services at other sites will vary depending on the location.

G. Technical Instruction and Assistance

During New Student Orientation, students will be introduced to the various technology services and tools they will use throughout their program. Just-in-time resources (such as quick-start guides) will be provided.

If students need personalized help, they should contact the iDesk by phone (617.745.3850) or email (ask.a.librarian@enc.edu).

7.03 THE CENTER FOR STUDENT ENRICHMENT (CSE)

The Center for Student Enrichment (CSE) provides a variety of resources designed to support and enrich the lives of all students at ENC. The Center employs professionals and student staff to administer tutoring, academic coaching, disability services, and career and professional development. For further information, contact cse@enc.edu.

A. Tutoring Services and Writing Support

CSE provides tutoring services and writing coaching through one-on-one appointments, scheduled via an online system called MyWConline (www.enc.mywconline.com). For more information about how to use MyWConline, go to <http://libguides.enc.edu/cse/tutoring> and click on “WConline Instructions.”

CSE tutors and writing coaches will meet with walk-ins, however, they will do so on a first-come first-served basis. Therefore, it is best for students to make an appointment in advance.

B. Academic Coaching

CSE professional staff members are available by appointment to help with general academic skills, organization, time management, and other academic challenges. To make an appointment, go to <http://libguides.enc.edu/cse>.

C. Disability Services / Office of Accommodations and Access (OAA)

The Office of Accommodations and Access provides academic and personal support in the form of accommodations, modifications, and auxiliary aids to undergraduate, graduate, and continuing education students with diagnosed learning disabilities; psychiatric disorders; hearing, visual, and physical impairments; or other medical conditions.

It is the policy of Eastern Nazarene College not to discriminate on the basis of disability. As part of that policy, the College is committed to ensuring the provision of accommodations and services necessary to enable students with disabilities to achieve their maximum potential as members of the College community; and by facilitating the integration of students with disabilities within the College community.

The Office of Accommodations and Access works with each student on an individual basis to determine and provide appropriate and reasonable accommodations, modifications, and auxiliary aids. The *Americans with Disabilities Act of 1990 (ADA)*, the *ADA Amendments Act (ADAAA)*, *Section 504 of the Rehabilitation Act of 1973*, and related state laws require institutions of higher education to provide reasonable accommodations to qualified individuals with disabilities.

Reasonable accommodations *do not* include fundamental alterations to course requirements. Furthermore, accommodations cannot be made that would place an undue administrative or financial burden on the College. If a requested accommodation presents an undue burden or makes a fundamental alteration, the College will attempt to propose alternative solutions and/or accommodations which do not create such hardship or make such alteration. The College will work in good faith with the person making the request to determine the availability of an acceptable alternative.

Students requesting accommodations must initiate the process by contacting the Office of Accommodations and Access at 617-745-3722.

D. Career and Professional Development

The Office of Career and Professional Development provides career services, events, and resources to assist students in all stages of career planning, which include career counseling, job preparation assistance with resumes, cover letters, social media, and personal branding, job search help with part-time and full-time job posting, job fairs, internship listings, and alumni/ae networking opportunities. Information is posted at <https://enc.edu/academics/center-for-student-enrichment/career-services/>.

7.04 AGS EDUCATIONAL RESOURCES

Eastern Nazarene College has contracted with Slingshot (previously called Tree of Life Bookstores) to provide concierge textbook rentals for AGS students at a charge of \$55 per course. Textbooks will be shipped to students' addresses and should arrive at least 7 days prior to the start of class. Rental textbooks are due back within 3 weeks of the end of class. (Return shipping instructions are included with the rental books.)

Students who wish to keep their books may do so; their student account will be charged the difference between the purchase price and the rental cost.

Students who wish to opt out of the rental program may do so by contacting the Academic Advisor to request a form. Any opt-out forms received within two weeks of the start of a course will not take effect until the following course. The opt-out will continue indefinitely; students may, however, choose to rejoin the rental program as of the start of the following semester.

All textbook information (including ISBNs) is posted with the Class Schedule in the WebAdvisor area of the ENC Portal (<https://portal.enc.edu/>) as far in advance as is feasible prior to the course's start date (at least 3-4 weeks). It is also included on Slingshot's student portal

(<http://enc.slingshotedu.com/>) and in the course syllabus, which is provided via email or Canvas to students 3 weeks before the start of the course.

7.05 COUNSELING SERVICES

Licensed counselors are available in ENC's Brickley Center to assist with personal, adjustment, spiritual, vocational, academic, and other concerns. The Center also sponsors group workshops and seminars on a variety of topics. For more information or to schedule an appointment, see <https://enc.edu/student-life/student-development-team/student-counseling/>.

7.06 STUDENT HEALTH SERVICES

A. Health Services

The Campus Nurse, located in the Brickley Center, provides a range of services to promote the health of all students by:

- Providing basic assessments and first aid
- Determining if a student needs to see a doctor and assisting in scheduling an appointment at an off-campus clinic or physician's office
- Counseling and educating students on good health habits
- Providing information for ongoing health and wellness education
- Researching and disseminating information related to Public Health
- Collecting and keeping confidential the required health and immunization records

The Campus Nurse is available by appointment. Please call 617-745-3893 or 617-745-3892 to set up an appointment. Office hours: Monday- Friday, 9:30am-4:00pm

The Health Services office is closed during the summer and holidays, vacations, and breaks listed on the ENC traditional undergraduate calendar.

B. Required Immunizations

Upon admission to an ENC program, all students are required to provide documentation of the following immunizations:

- 2 MMR vaccines **OR** blood work to prove immunity (titer) **OR** born in the United States before 1957
- TDAP vaccine received after the 7th birthday
- 3 Hepatitis B vaccines **OR** blood work to prove immunity (titer)
- 2 Varicella vaccines **OR** blood work to prove immunity (titer) **OR** reliable history of chickenpox disease- verified by a doctor or Nurse Practitioner **OR** born in the United States before 1980

- Meningitis ACWY vaccine received on or after the 16th birthday **OR** a signed waiver (not required if at least 22 years old)
- Full vaccination against COVID-19 (booster strongly recommended for eligible individuals) **OR** a medical or religious exemption (contact healthservices@enc.edu to file for the exemption)

The Immunization Record form and associated information sheets are enclosed in your Admission Letter mailing. The deadline for turning in the above documentation is 30 days prior to your first class.

If any of the required documentation is missing on your first day of class you will be placed on Medical Probation until you provide the required documentation. If the documentation is not received within 30 days, a \$50 late fee will be added to your student account. The \$50 late fee will continue to be added to your student account every 30 days until you have provided all required documentation. After a student has received 4 such late fees, the student will be administratively withdrawn from the program (see [Section 6.08E](#)). Students in semester-based programs will not be allowed to return for a second semester until all required documentation has been received by Health Services.

C. Health Insurance

All students who are registered in semester-length courses, with an enrollment status of at least $\frac{3}{4}$ -time (this applies to MEd, MFT, and some BEd students), will be automatically enrolled in the ENC-sponsored Student Health Insurance Program unless they submit a waiver that demonstrates that they are covered by a United States-based or Embassy-sponsored insurance plan with coverage equal to or better than the Student Health Insurance Program.

Annually, students are required to identify whether they will accept enrollment in the Student Health Insurance Plan **OR** will keep their own health insurance and waive the student plan on this website <https://www.universityhealthplans.com/intro/ENC.html>. Student Health Insurance Plan benefits, exclusions and limitations are outlined in a brochure available on the same website.

If the waiver is denied at any time, the student will automatically be enrolled in and billed for the Student Health Insurance Program.

Students who do not waive the coverage before the published deadline will have their student account billed mid-semester for the full insurance charge.

D. Nursing Mothers' Room

A private room is available at the ENC campus for nursing mothers. It is generally kept locked in the evenings unless a student makes advance arrangements with the Academic Affairs Office or Campus Security to have it opened.

7.07 ENC CAMPUS FOOD SERVICES

Pioneer College Caterers, Inc. is the campus food service provider. There are three food service options on the ENC campus, all located within the Mann Student Center:

- **Dining Commons:** the main ENC cafeteria, located on the 2nd floor of the Student Center
- **The Dugout:** a grill and snack bar, located on the first floor of the Student Center
- **Hebrews Café:** hot and cold beverages (Starbucks coffee products) and assorted pastries, located in the lobby of the Student Center

Hours of operation can vary depending on the season of the year. Times are posted at each location and online at <https://enc.edu/student-life/dining/>.

AGS students can set up a declining balance account on their ENC ID card to make food purchases at any of these three venues. Purchase flex dollars online at enc.edu/cubcash and get 10 Meals = \$100, 25 Meals = \$200 or 50 Meals = \$300. Check the menu before heading over to the Commons through ENC's Dining website ([enc.SodexoMyWay.com](https://enc.sodexo-myway.com)).

7.08 ENC ATHLETICS

ENC's intercollegiate athletics teams, the ENC Lions, bring spirit to the Quincy campus. Varsity sports for men include: baseball, basketball, cross country, golf, lacrosse, soccer, tennis, track and field, and volleyball. Women's varsity teams include: basketball, cross country, soccer, softball, tennis, track and field, and volleyball. Team schedules, stats, etc. are available online at <http://athletics.enc.edu/>.

ENC follows eligibility rules as set forth by the college and NCAA III. Some AGS students may be eligible to participate in varsity sports if they meet specific criteria. Questions of eligibility should be directed to the Director of Athletics.

7.09 SPIRITUAL DEVELOPMENT

As a Christian college, ENC seeks to foster the spiritual growth of its students. We know AGS students already face challenges in balancing work, family, and school responsibilities so it can be hard to find time to engage with the spiritual growth opportunities ENC provides. AGS students are always invited to participate in chapel services or other events to the fullest extent they can. The Office of Spiritual Development livestreams chapel services on ENC's Facebook page (<https://www.facebook.com/EasternNazarene>) and provides podcasts of chapel services and event schedules at <https://enc.edu/student-life/spiritual-life/>. Campus pastors provide pastoral counseling via phone, email, or online conference. Additionally, anyone seeking prayer support can send an email request to PrayerRequest@enc.edu.

7.10 SECURITY AND EMERGENCY INFORMATION

A. At ENC's Campus

All buildings are equipped with a fire/emergency signal. If the signal sounds, all occupants must evacuate the building. Classroom doors should be closed but not locked.

On campus phones, dial ext. 3911 for a security guard to help you in an emergency or to provide an escort for you to/from the parking lot. (Call 617-745-3911 from a cell phone or non-campus phone.)

Anyone calling you in an emergency should call (617) 745-3911 and provide your class's building and room number to the security staff who answers the call. Upon receiving such a call, the security guard will deliver the message to the classroom.

Please report any suspicious cars, persons, items, activities, and/or hazardous conditions to the Office of Safety & Security, (617) 745-3911.

B. At Off-Site Locations

Please check on specific emergency procedures and provisions for your building.

At off-site locations, simply use the main number of that facility as an emergency contact. Have the caller ask for the meeting room of your Eastern Nazarene College class. Sometimes more than one class may be meeting at the same facility on the same evening, so it would be best if the caller knew the class number.

The following are the emergency telephone numbers for each facility where off-site ENC classes are held:

- BCC Fall River, Campus Police: (508) 678-3911
- MCC Brockton, Campus Security: (508) 427-1296

C. Student Right-To-Know and Campus Security Act

The Student Right-to-Know and Campus Security Act of 1990 mandates that records be kept and disclosed on campus crimes such as murder, rape, robbery, aggravated assault, burglary, and motor vehicle theft, considered to be a threat to other students and employees and reported to campus security or to the local police. In addition, institutions must report the number of arrests for the following crimes: liquor law violations, drug abuse violations, and weapon possessions. This act helps institutions not only keep and disseminate statistics for information and prevention purposes but also involves the distribution of information on policies related to campus security. ENC encourages students and employees to promptly report crimes to the Director of Safety and Security. In an effort to inform students and employees about campus security procedures and policies and to encourage students and employees to be responsible for their own security and the security of others, a Campus Security and Safety brochure is distributed at the beginning of each school year and posted on the ENC website at <https://enc.edu/about/college-profile/consumer-information/safety-security/>. For specifics on crime statistics, policies, and programs, please refer to the brochure.

For safety disclosures at partner institutions, refer to the information provided on that school's website.

D. Parking Information

As street parking can be extremely limited, students are encouraged to take advantage of ENC's on-campus parking lots. All vehicles in campus lots, however, must have an ENC parking pass/hangtag prominently displayed. Unregistered vehicles on ENC property may be towed away at the owner's expense. The parking pass/hangtag is available from the Office of Safety and Security (617-745-3911). The first parking hangtag is free but it must be returned upon graduation or withdrawal from the college. Students will be charged \$25 for unreturned or additional hangtags.

The parking lots behind Young Apartments have been expressly reserved for AGS students' use in the evenings. (Refer to the [Campus Map](#).) AGS students may also park in the lot at the corner of Wendell Avenue and Waterston Avenue or in the lot at the corner of Sachem Street and Wendell Avenue. Student parking is not permitted elsewhere on campus.

Students taking classes at off-site locations must adhere to all parking regulations in effect at that location.

Eastern Nazarene College assumes no financial responsibility for any damage or loss to a student's vehicle or its contents. Students who park on or off campus do so at their own risk. Students are encouraged to maintain adequate insurance coverage.

E. Liability

Eastern Nazarene College is not liable for the loss of money or personal belongings by any person or for damage done to property. Students are strongly encouraged to carry their own personal property insurance.

VIII. STUDENT CONDUCT & CLASSROOM POLICIES

8.01 STUDENT RIGHTS & RESPONSIBILITIES

A. Student Rights

Eastern Nazarene College seeks, in each member of its learning community, to enlighten the mind, to enhance the quality of personality, to enkindle a never-ending search for truth, and to enable each, out of Christian love and concern, to serve others creatively and responsibly.

Although the following list is not intended to be complete or exhaustive, the College seeks to maintain and support an environment in which students have rights to:

- Receive a high-quality education that includes excellent faculty, technology, facilities, services, and other resources that support intellectual, emotional, spiritual and social development.
- Openly examine and exchange diverse ideas in an orderly and respectful manner inside and outside of the classroom.
- Participate fully in the College community without discrimination as defined by federal, state or College regulations.
- Learn and study in a safe environment that emphasizes personal and spiritual growth.
- Associate freely with other individuals, groups of individuals and organizations for purposes that do not infringe on the rights of others.
- Request reasonable disability accommodations ensuring equal access to courses, course content, programs, services, and facilities.
- Expect fair and consistent responses to misconduct; students also have a right to a hearing regarding the misconduct.
- Follow established procedures for respectfully presenting and addressing their concerns or complaints to the College.
- Expect prompt and courteous responses from the College's academic and administrative departments.
- Expect that academic and administrative policies will support intellectual inquiry, learning, and growth.

B. Student Responsibilities

Eastern Nazarene College anticipates that students who have voluntarily chosen to associate with ENC will live within the principles of our Christian community of learning. In general, these principles include Christian standards of honesty, civility, morality, and the honoring of one's person as the residence of God's Holy Spirit.

Although this is not an exhaustive list, students participating in ENC's learning community are expected to:

- Maintain high standards of personal conduct consistent with ethical Christian behavior;
- Share responsibility for others' growth;
- Show care and concern for others;
- Hold others accountable when their actions directly affect the community;
- Observe the campus regulations;
- Show respect for both the property of the College and that of other members of the College community;
- Complete their academic work with all honesty and truthfulness. (Refer to [Section 6.07](#) for the Academic Integrity Policy.)

It is assumed that the student and the College will honor their responsibilities in good faith. If either party feels the other one is not fulfilling its responsibilities, they are free to terminate the arrangement. The student may withdraw during the academic year, and the College may require the student to terminate attendance at the institution when his/her behavior is incompatible with the College's policies and expectations.

8.02 VISITORS IN CLASS

A. ENC Personnel

Classrooms always have an "open door" policy for ENC administrators, faculty, or staff. Any class may be visited by ENC personnel without advance notice.

B. Other Class Visitors

All other class visitors (e.g. special presenters or guests) must have advance approval both from the faculty member and from an Adult & Graduate Studies administrator.

C. Children in the Classroom

We require that students make their own childcare arrangements for every class session. Even though emergency situations can arise from time to time in which childcare is unavailable, it is not acceptable to bring children to class or to leave them unsupervised in another room while the class meets. To ensure the classroom atmosphere is conducive for learning and for the safety of the children themselves, we are unable to allow children to be present or on the premises while classes are in session.

D. Animals in the Classroom

Trained service animals are allowed in class and in other areas of the Eastern Nazarene College facilities. Other animals (including comfort animals) are not permitted in class.

8.03 SMOKING POLICY

Eastern Nazarene College is a smoke-free environment. Smoking or the use of any tobacco product is not permitted in any building. Classrooms at our off-site locations are also considered to be Eastern Nazarene College and are therefore smoke-free as well.

Please remember that smoking is not permitted anywhere on ENC's campus, indoors or out.

8.04 ALCOHOL, CONTROLLED SUBSTANCES, MARIJUANA, AND FIREARMS

Alcohol, controlled substances, marijuana, and firearms are not permitted on Eastern Nazarene College's premises, including satellite campus locations.

Any student or faculty member whose profession requires him/her to carry a firearm during class time must first notify the Academic Advisor and then obtain permission from the Director of Campus Security (617-745-3911). Refusal to comply may result in dismissal from the College.

It is against College policy for faculty to use alcoholic beverages when they are in the company of students, even outside of the classroom.

8.05 DRUG-FREE ENVIRONMENT

The unlawful manufacturing, distribution, dispensing, possession or use of a controlled substance (including marijuana) is prohibited in the environs of Eastern Nazarene College. Any student or employee not adhering to the policy will be subject to disciplinary action by the Institution.

Eastern Nazarene College, as part of keeping the workplace drug-free, will continue its drug-free awareness program to inform employees and students of the dangers of drug abuse and available drug counseling and rehabilitation programs.

8.06 SEXUAL HARASSMENT & MISCONDUCT

Eastern Nazarene College is committed to providing a learning environment that is free of all forms of abuse, assault, harassment, and coercive conduct, including sexual misconduct. It is the policy of Eastern Nazarene College, in keeping with both its Christian standards, and federal mandates including the Campus Sexual Assault Victims Bill of Rights, Campus Security Act, Title IX Compliance requirements, "Dear Colleague Letter" and the Campus SAVE Act; to thoroughly investigate and respond to all allegations of sexual misconduct effecting our academic community. The full policy and additional information is provided in the Student Handbook, provided at <https://enc.edu/student-life/student-development-team/student-resources/>.

8.07 INCLEMENT WEATHER AND OTHER EMERGENCY CLASS CANCELLATIONS

In the case of inclement weather, unsafe conditions, absence of an instructor, or other unforeseen situation, classes will be canceled and rescheduled for another day.

Postponed classes must be made-up. The faculty member and students should reach a consensus on an alternate meeting time. The normal make-up evening is Friday after the missed class, unless otherwise changed by a consensus of the class and instructor. When the make-up time is determined, the instructor must coordinate with the Academic Affairs Office, which will make arrangements to schedule a room.

In the event that you cannot attend class due to inclement weather or another reason, please make every effort to contact your instructor as far in advance of class as possible.

A. Weather Cancellations

In cases of inclement weather, ENC expects to make a cancellation decision by 6:00 a.m. for morning classes and by 3:00 p.m. for evening classes.

There are three channels through which you may obtain up-to-date information on inclement weather procedures:

- **ENC Alerts (*e2Campus Notification System*)**: ENC offers a mass-notification service called e2Campus that broadcasts alerts to the campus community via SMS text message.

Sign up for ENC Alerts at <https://enc.edu/enc-alerts-e2campus-notification-system/>. All subscribers will receive alerts for Emergencies, Weather Cancellations/Delays, and Parking Change Notifications. You may also opt to receive any of the following optional alerts: Academic, Campus, ITS, Sports, Student Life.

Subscriptions expire after a year, so you will need to renew your account annually. You may unsubscribe from optional alerts or from the entire e2Campus system at any time.

- **Website**: Go to enc.edu or adultstudies.enc.edu where a weather alert will appear across the top of the page.
- **Email**: Campus-wide emails will be sent to ENC email addresses announcing schedule changes or updates.

IX. CURRICULUM & REQUIREMENTS FOR INCOMING 2023-2024 STUDENTS

Since curriculum undergoes continuous revision to ensure program improvement, the requirements listed below are specifically for *students beginning their enrollment in the 2032-24 academic year*. Students should always refer to their own individual academic evaluations (located in the WebAdvisor area of the ENC Portal: <https://portal.enc.edu/>) to determine the program requirements for their specific degree.

9.01 ASSOCIATE OF ARTS IN GENERAL BUSINESS (AA)

The Associate of Arts in General Business is designed for working adults with little or no previous college experience. The 63-credit curriculum integrates a strong liberal arts core with foundational business courses to equip students with the communication and analytical skills they need for success in their profession or in additional academic studies.

The AA program is available at ENC's Quincy location. Classes meet once a week over a period of 6 weeks. Students can expect to complete the degree in approximately 32 months of continuous enrollment. The completion time will be longer if the student takes breaks between courses.

(In certain circumstances, an Academic Advisor may recommend that a student pursue the Associate of Arts in General Studies degree program instead. Students who are interested in this option should request specific details from the Academic Advisor.)

A. AA Learning Outcomes

The Associate of Arts in General Business program equips students to be able to:

1. Understand the foundational concepts of accounting, economics, management, and marketing necessary for operating an effective business.
2. Identify critical events, profound ideas, and important discoveries that changed the world and continue to resonate today.
3. Formulate multi-step strategies for locating information and/or solving problems.
4. Discuss themes of the human condition as represented in specific art forms.
5. Emulate the communication practices of scholars and professionals.
6. Evaluate the influence of Christianity on Western culture and its expressions.
7. Synthesize the role of personal ethics with the definition of leadership.
8. Collaborate respectfully with a diverse, multicultural community.

B. AA Program Requirements

The AA in General Business program requires completion of at least 63 credit hours, which includes the following requirements:

<i>General Education Requirements</i>	21 credits
CC-110, Foundations for Lifelong Learning (2 cr; 4 weeks long)	
EN-100, English Composition I (3 cr; <i>minimum grade of C- or better</i>)	
EN-102, English Composition II (3 cr; <i>minimum grade of C- or better</i>)	

Fine Arts elective (3 cr)
 Lab Science elective (4 cr)
 Math elective (3 cr): Statistics is strongly recommended
 Social Science elective (3 cr)

Cultural Perspectives Requirements 9 credits

CP-150, The Christian Tradition (3 cr)
 CP-195, The West in the World Since 1500 (3 cr)
 CP-245, Literature and Culture (3 cr)

Business Requirements (minimum grade of C- or better) 21 credits

BA-110, Introduction to Business (3 cr)
 AC-221, Principles of Accounting I (3 cr)
 AC-222, Principles of Accounting II (3 cr)
 BA-231, Principles of Microeconomics (3 cr)
 BA-232, Principles of Macroeconomics (3 cr)
 MK-252, Principles of Marketing (3 cr)
 MT-212, Principles of Management (3 cr)

General Electives at least 12 credits

C. AA Policies

- In order to continue in the program, students must complete EN-100 and EN-102 with a minimum grade of C- or better.
- All courses within the major must have a minimum grade of C- or better.
- To be eligible for graduation, AA students must maintain a GPA of 2.0.

9.02 BACHELOR OF ARTS IN MANAGEMENT (BAM)

The Bachelor of Arts in Management is designed for working adults who have already completed either an Associate degree in full or a large portion of their general education requirements. The 45-credit degree-completion program seeks to help students advance in their chosen careers by developing skills and knowledge in management and general business that can be applied to a wide range of professional contexts.

The BAM program is available face-to-face at the Quincy, Brockton, Fall River locations in Massachusetts and in Richmond, Virginia. All classes meet over a period of 6 weeks.

Students entering with an Associate degree can expect to complete BAM portion of the degree in approximately 20 months of continuous enrollment. The completion time will be longer if the student takes breaks between courses, needs to complete prerequisite Business courses or General Education requirements, or if additional elective credits are necessary for reaching the 123 total credits required to graduate.

Important Note: Students entering the BAM program are expected to have already completed Principles of Management (MT-212) and Principles of Marketing (MK-252).

A. BAM Learning Outcomes

The Bachelor of Arts in Management program equips students to be able to:

1. Address problems in the business environment by applying key theories, models and applications from multiple disciplines: management, marketing, legal/social environment, and international business.
2. Incorporate relevant information and accurately use it for solving problems.
3. Demonstrate communication skills through written, oral, numeric, and visual modalities.
4. Demonstrate team collaborative communication skills through written, oral, numeric, and visual modalities.
5. Demonstrate a Christian Ethics purview in solving business problems.
6. Demonstrate a multicultural understanding within the internal and external environments of a business throughout the world.

B. BAM Program Requirements

The BA in Management requires completion of a total of 123 credits, which includes 45 credit hours in the degree-completion program plus a minimum of 78 General Education and elective credits.

BAM program requirements include the following:

Transferred Courses (General Education & Electives) at least 78 credits

Business Requirements (minimum grade of C- or better) 36 credits

- BA-310, Global Business (3 cr)
- BA-314, Business Ethics (3 cr)
- BA-324, Entrepreneurship & Business Plan Development (3 cr)
- BA-411, Business Law (3 cr)
- BA-478, Seminar in Leadership (3 cr)
- BS-316, Finance and Accounting for Nonfinancial Managers (3 cr)
- BS-331, Comparative Economic Systems (3 cr)
- BS-370, Negotiation and Conflict Resolution (3 cr)
- MT-311, Organizational Behavior (3 cr)
- MT-335, Operations Management (3 cr)
- MT-426, Human Resource Management (3 cr)
- MT-431, Strategic Management (3 cr)

Cultural Perspectives 9 credits

- CP-250, The Bible in Current Perspective (3 cr)
- CP-350, World Religions (3 cr)
- CP-410, Living Issues (3 cr)

C. BAM Policies

- Prerequisites: Students must complete MT-212 and MK-252 (or transfer equivalents) prior to taking BA-310, MT-311, MT-335, MT-426, and MT-431.
- All courses within the major must have a minimum grade of C- or better.
- CP410, Living Issues must be completed at ENC; it is not transferable from another institution.
- To be eligible for graduation, BAM students must maintain a GPA of 2.0.

9.03 BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION (BSBA)

The Bachelor of Science in Business Administration is designed for working adults who have already completed either an Associate degree in full or a large portion of their general education requirements. The 45-credit degree-completion program seeks to help students advance in their chosen careers by developing skills and knowledge necessary for analyzing quantitative data, making financial decisions, and solving the types of problems that can be found in any type of organization.

The BSBA program is available face-to-face at the Quincy, Brockton, Fall River locations in Massachusetts and in Richmond, Virginia. It is also available entirely online in an asynchronous format. All classes meet over a period of 6 weeks.

Students entering with an Associate degree can expect to complete BAM portion of the degree in approximately 20 months of continuous enrollment. The completion time will be longer if the student takes breaks between courses, needs to complete prerequisite Business courses or General Education requirements, or if additional elective credits are necessary for reaching the 123 total credits required to graduate.

Important Note: Students entering the BSBA program are expected to have already completed Principles of Management (MT-212), Principles of Marketing (MK-252), Principles of Accounting I (AC-221), and Principles of Accounting II (AC-222).

A. BSBA Learning Outcomes

The Bachelor of Science in Business Administration program equips students to be able to:

1. Address problems in the business environment by applying key theories, models and applications from multiple disciplines: accounting, economics, information systems, management, marketing, legal/social environment, and international business.
2. Incorporate relevant information and accurately use it for solving problems.
3. Demonstrate communication skills through written, oral, numeric, and visual modalities.
4. Demonstrate team collaborative communication skills through written, oral, numeric, and visual modalities.
5. Demonstrate a Christian Ethics purview in solving business problems.

6. Demonstrate a multicultural understanding within the internal and external environments of a business throughout the world.

B. BSBA Program Requirements

The BS in Business Administration requires completion of a total of 123 credits, which includes 45 credit hours in the degree-completion program plus a minimum of 78 transfer and elective credits. BSBA program requirements include the following:

Transferred Courses (General Education & Electives) at least 78 credits

Business Requirements (minimum grade of C- or better) 36 credits

AC-340, Managerial Accounting (3 cr)
 BA-310, Global Business (3 cr)
 BA-314, Business Ethics (3 cr)
 BA-315, Management Information Systems (3 cr)
 BA-324, Entrepreneurship & Business Plan Development (3 cr)
 BA-411, Business Law (3 cr)
 BA-478, Seminar in Leadership (3 cr)
 FN-312, Financial Management (3 cr)
 FN-336, Advanced Managerial Finance (3 cr)
 MT-311, Organizational Behavior (3 cr)
 MT-335, Operations Management (3 cr)
 MT-431, Strategic Management (3 cr)

Cultural Perspectives 9 credits

CP-250, The Bible in Current Perspective (3 cr)
 CP-350, World Religions (3 cr)
 CP-410, Living Issues (3 cr)

C. BSBA Policies

- Prerequisites:
 - Students must complete MT-212 and MK-252 (or transfer equivalents) prior to taking BA-310, MT-311, MT-335, and MT-431.
 - Students must complete AC-221 and AC-222 (or transfer equivalents) prior to taking AC-340, BA-324, and FN-312.
- All courses within the major must have a minimum grade of C- or better.
- CP410, Living Issues must be completed at ENC; it is not transferable from another institution.
- To be eligible for graduation, BSBA students must maintain a GPA of 2.0.

9.04 BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION (ECE; NONLICENSURE)

The Bachelor of Arts in Early Childhood Education (nonlicensure) is designed for working adults who currently teach young children (from birth to age 8) in family daycares, childcare centers, or Head Start programs. The 63-credit degree-completion program is designed for students who have already completed an Associate degree in full. The program will prepare them to fulfill the academic requirements necessary for progressing through the certification levels of the Massachusetts Department of Early Education and Care.

The ECE program is available face-to-face at the Quincy location. Classes meet over a period of 6 weeks. The ECE program operates according to the cohort model. At the end of the program, students must submit a cumulative teaching portfolio in order to complete the requirements for graduation.

Students who enter with a completed Associate degree and follow the program's schedule can expect to complete it in approximately 28 months. If the student needs prerequisites or additional credits to reach the 123 credits required for graduation, s/he will work with an Academic Advisor to schedule that coursework, which would extend the time to graduation.

Important Note: Students entering the ECE degree-completion program are expected to have already completed Child Development (EC-242), Observation and Assessment (EC-220), Classroom Management (EC-320), and one of the Curriculum & Methods courses (either EC-225 for Infants/Toddlers or EC-230 for Preschoolers). If those prerequisites have not already been fulfilled, the student must complete them *before* starting classes with an ECE cohort.

A. ECE Learning Outcomes

The Bachelor of Arts in Early Childhood Education program equips students to be able to:

1. Demonstrate professional disposition and improve in professional practice.
2. Apply their understanding of the growth and development of children to their teaching decisions.
3. Plan learning experiences for all areas of development.
4. Guide the behavior of children and interact with them appropriately.
5. Partner with families and communities to provide resources and services in the individual child's best interests.
6. Safeguard children in terms of health, safety, and nutrition.
7. Make curriculum decisions and establish learning environments that are developmentally appropriate.
8. Use observation, assessment, and documentation for decision-making and to better serve the needs of the individual child.
9. Plan, organize, and implement best business practices among staff members and colleagues.
10. Identify critical events, profound ideas, and important discoveries that changed the world and continue to resonate today.
11. Formulate multi-step strategies for solving problems and/or locating information.

12. Collect and analyze data to aid in problem-solving and/or decision-making.
13. Discuss themes of the human condition as represented in specific art forms.
14. Emulate the communication practices of both scholars and professionals.
15. Articulate the beliefs, ideals, and practices common to Christianity, despite diversity of tradition and expression.
16. Evaluate issues of moral tension from multiple positions.
17. Enter into respectful dialogue with a diverse, multicultural community.

B. ECE Program Requirements

The degree-completion track of the BA in Early Childhood Education requires completion of a total of 123 credits, which includes 56 credit hours in the program plus a minimum of 67 transfer credits (including General Education and elective credits). ECE program requirements include the following:

Transferred Courses and/or Electives at least 67 credits

Prerequisites (minimum grade of C- or better) 12 credits

EC220, Early Childhood Observation and Assessment (3 cr)

EC230, Curriculum and Methods: Preschool (3 cr)

EC242, Child Development (3 cr)

EC320, Early Childhood Classroom Management (3 cr)

Liberal Arts Requirements 5 credits

Written Communication:

LA300e, Professional Communication for Educators (3 cr)

Physical Education by Contract (1.5 cr)

PE222, First Aid/CPR (0.5 cr)

Cultural Perspectives 9 credits

CP250, The Bible in Current Perspective (3 cr)

CP350, World Religions (3 cr)

CP410, Living Issues (3 cr)

Education Requirements (minimum grade of C- or better) 30 credits

EC306, Math for the Early Childhood Classroom (3 cr)

EC308, Literacy and Language Development (3 cr)

EC311, Special Needs in Early Childhood (3 cr)

EC390, Child Care Policy (3 cr)

EC391, School, Family, and Community (3 cr)

EC392, Supervision and Administration of Childcare Facilities (3 cr)

EC395, Health, Safety, and Nutrition in Early Childhood Programs (3 cr)

EC499p, Practicum Seminar II (6 cr)

ED310, Educational Psychology (3 cr)

ECE Teaching Portfolio

C. ECE Policies

- All courses within the major must have a minimum grade of C- or better.
- CP410, Living Issues must be completed at ENC; it is not transferable from another institution.
- To be eligible for graduation, ECE students must maintain a GPA of 2.0.
- Many of the education courses require application of course content in the student's own teaching classroom. Students are responsible to look at their class schedules well in advance of the start date to ensure that their childcare centers are open during the time they will be taking those courses. No student will be waived from application assignments because his/her center is not open.
- If available, EC225 (or transfer equivalent) may be substituted for the EC230 prerequisite.
- The practicum (EC499p) is a student teaching experience and must therefore take place within an early childhood classroom environment. Administrative or other non-classroom work cannot fulfill this student teaching experience.
- EC499p cannot be waived or satisfied by transfer courses. It must be taken at ENC and all other required courses with the EC prefix must be taken first.

9.05 BACHELOR OF ARTS IN EDUCATIONAL STUDIES (BEdSt; NONLICENSURE)

The Bachelor of Arts in Educational Studies (nonlicensure) is designed for working adults who have already earned either an Associate degree in full or a large number of credits. The 30-credit degree-completion program seeks to offer the most flexibility possible for students who need to complete a Bachelor's degree in order to help them begin to transition from a Teacher's Aide or paraprofessional position into a licensed teaching position. While this program does not lead directly to a Massachusetts teaching license, it makes it possible for students to complete a Bachelor's degree and then pursue initial licensure at the graduate level.

The BEdSt program is available face-to-face at the Quincy location. Classes meet Monday-Thursday from 4pm-7pm or 6pm-10pm. The majority of courses are 15 weeks long and operate according to the traditional semester schedule.

Students entering with an Associate degree can expect to complete the 30-credit residency minimum in approximately 15 months if they take 3 or 4 courses each semester. If the student needs additional credits to reach the 123 credits required for graduation, s/he will work with an Academic Advisor to schedule that coursework, which would extend the time to graduation.

A. BEdSt Learning Outcomes

The Bachelor of Arts in Educational Studies program equips students to be able to:

1. Develop skills in problem solving, professional exploration and reflective thinking.
2. Collaborate and cooperate with peers in the program as well as with the staff of the school in which prepracticum experiences occur.

3. Understand the integration of content knowledge, teaching pedagogy, process, and their inherent relationships as part of their development toward understanding the profession of education.
4. Understand that foundation studies for the degree includes a broadly-based liberal arts core curriculum, professional education studies and an understanding of the values and beliefs of the Christian world view.
5. Develop skills as reflective, effective, skilled facilitators of learning who are prepared to process information in a technologically advanced society and to adapt to different teaching settings, varying exceptionalities, and diverse cultural backgrounds.
6. Understand and model in teaching settings a wide range of effective teaching/learning techniques, computer-based multimedia technologies, and the application of current and established research on teaching and learning.
7. Develop skills to foster effective interaction, engagement and building of partnerships with families/caregivers and communities.

B. BEdSt Program Requirements

The BA in Educational Studies requires completion of a total of 123 credits, which includes 30 credit hours in the major, 9 credits of Cultural Perspectives, plus a minimum of 84 transfer and elective credits. BEdSt program requirements include the following:

Transferred Courses and/or Electives at least 84 credits

Cultural Perspectives 9 credits

CP-250, Bible in Current Perspective (3 cr)

CP-350, World Religions (3 cr)

CP-410, Living Issues (3 cr)

Education Requirements (minimum grade of C- or better) 30 credits

ED-210, Foundations of Education (3 cr)

ED-243, Educational Technology (3 cr)

ED-310, Educational Psychology (3 cr)

ED-320, Classroom Management (3 cr)

SN-311, Human Exceptionalities (3 cr)

Education electives (15 cr); may consist of:

- Any other undergraduate ENC courses with EC/ED/EL/ES/MS/RE/SE/SN prefixes
- Transferred courses with similar education-based prefixes
- Assessed credits based on CLEP or DSST test scores, or on non-academic structured learning experiences such as CEUs (see [Section 3.04D](#))

BEdSt Teaching Portfolio

C. BEdSt Policies

- Students must complete pre-practicum hours as dictated by each course. With the approval of the classroom teacher (and possibly other supervisors), these hours may be completed in the student's own assigned classroom(s).
- All courses within the major must have a minimum grade of C- or better.
- No more than 15 credits of transfer can be applied to the major requirements (i.e., 50% of 30 credits); any additional transfer credits over 15 would become general elective credits.
- No more than 30 assessed credits can be applied toward the 123 total credits
- Assessed credits are treated as transfer credits and do not contribute toward ENC residency requirements.
- CP410, Living Issues must be completed at ENC; it is not transferable from another institution.
- To be eligible for graduation, BEdSt students must maintain a GPA of 2.0.

9.06 BACHELOR OF ARTS IN EDUCATION/LIBERAL ARTS (INITIAL TEACHING LICENSURE)

The Bachelor of Arts in Education/Liberal Arts degree-completion programs are designed for working adults who have already earned either an Associate degree in full or a large number of credits and wish to pursue initial licensure to teach in Massachusetts public schools at one of the following levels or subject areas:

- Early Childhood Education (preK-grade 2)
- Elementary Education (grades 1-6)
- Teacher of Moderate Disabilities (preK-grade 8)
- Teacher of Moderate Disabilities (grades 5-12)

The Education Licensure programs are available at the Boston and Brockton locations. Classes meet face-to-face once a week, over a period of 6 weeks.

Students entering with an Associate degree and having completed all lower-level prerequisites can expect to complete the requirements for the Bachelor's degree in approximately 24 months. If the student needs prerequisite courses or additional credits to reach the 123 credits required for graduation, s/he will work with an Academic Advisor to schedule that coursework, which would extend the time to graduation.

In order to be eligible for licensure, students must complete field experiences in public school classrooms and will complete the program with a 12- to 14-week practicum experience (i.e., full-time student teaching). In order to complete the requirements for student teaching and graduation, students must pass the necessary MTEL (Massachusetts Test for Educator Licensure) exams and submit a cumulative teaching portfolio at the end of the program.

All teacher education licensure programs described in this Academic Catalog are subject to revision without advance notice based on directives from the Massachusetts Department of Elementary and Secondary Education.

A. Learning Outcomes for Licensure Programs

The Bachelor of Arts in Education/Liberal Arts program equips students to:

1. Develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.
2. Organize and analyze results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.
3. Use appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English language learners.
4. Use rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.
5. Effectively model and reinforce ways that students can master challenging material through effective effort, rather than having to depend on innate ability.
6. Regularly reflect on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and use insights gained to improve practice and student learning.

B. Education Licensure Program Requirements

The BA in Education/Liberal Arts program requires completion of a minimum of 123 credits. *Additional courses may be required based on a transcript analysis and comparison with the Subject Matter Knowledge in the Massachusetts Department of Elementary and Secondary Education regulations.* Specific program requirements include the following:

Transferred Courses (General Education & Electives) at least 30.5 credits

- Must include either Child Development (PS-342) or Adolescent Development (PS-343) depending on the desired licensure area.

Liberal Arts & Cultural Perspectives 47.5 credits

CP-250 Bible in Current Perspective (3 cr)

CP-350 World Religions (3 cr)

CP-410 Living Issues (3 cr)

First Aid/CPR (0.5 cr)

Lab Science (8 cr)

Math (6 cr)

GO-210 American Political Institutions (3 cr)
 GO-220 World Political Geography (3 cr)
 HI-150 American Experience (3 cr)
 Economics (3 cr)
 American Literature (3 cr)
 English or History (3 cr)
 MA-105 Math for Elementary Teachers (3 cr)
 CO-210 Intro to Applied Linguistics (3 cr)

Education Core

21 credits

ED-210 Foundations of Education (3 cr)
 ED-243 Educational Technology (3 cr)
 ED-310 Educational Psychology (3 cr)
 ED-320 Classroom Management (3 cr)
 ES-320 ELL Curriculum & Methods (3 cr)
 SN-311 Human Exceptionalities (3 cr)
 SN-420 Psych & Ed Assessment of the Special Needs Child (3 cr)

Select ONE of the following:

24 credits

Early Childhood Education (preK-grade 2)

EC-325 Early Childhood Curriculum & Methods I (3 cr)
 EC-330 Early Childhood Curriculum & Methods II (3 cr)
 RE-441 Teaching of Reading and Children's Literature (3 cr)
 ED-499z Student Teaching Seminar (3 cr)
 EC-499k Practicum: Preschool/Kindergarten (6 cr)
 EC-499e Practicum: Grades 1-2 (6 cr)
 Senior Comprehensive: Teaching Portfolio (0 cr)

Elementary Education (grades 1-6)

EL-325 Elementary Curriculum & Methods I (3 cr)
 EL-330 Elementary Curriculum & Methods II (3 cr)
 RE-441 Teaching of Reading and Children's Literature (3 cr)
 ED-499z Student Teaching Seminar (3 cr)
 EL-499 Practicum: Elementary Education (12 cr)
 Senior Comprehensive: Teaching Portfolio (0 cr)

Teacher of Students with Moderate Disabilities (preK-grade 8)

RE-441 Teaching of Reading and Children's Literature (3 cr)
 SN-325 Special Needs Curriculum & Methods I (3 cr)
 SN-330 Special Needs Curriculum & Methods II: Elementary (3 cr)

ED-499z Student Teaching Seminar (3 cr)
 SN-499 Practicum: Special Education (12 cr)
 Senior Comprehensive: Teaching Portfolio (0 cr)

Teacher of Students with Moderate Disabilities (grades 5-12)

RE-441 Teaching of Reading and Children's Literature (3 cr)
 SN-325 Special Needs Curriculum & Methods I (3 cr)
 SN-335 Special Needs Curriculum & Methods II: Secondary (3 cr)
 ED-499z Student Teaching Seminar (3 cr)
 SN-499 Practicum: Special Education (12 cr)
 Senior Comprehensive: Teaching Portfolio (0 cr)

C. Admission to Student Teaching Practicum

Application for the student teaching practicum must be made through the Education Office three months in advance of the desired time for student teaching. Only seniors who have completed the professional sequence satisfactorily and have maintained good standing in the Teacher Education Program will be considered for student teaching. Applications are acted on by the teacher education faculty.

Prerequisites for admission to student teaching are as follows:

1. Admission to and in good standing (2.75 GPA) in the Teacher Education Program.
2. Completion of the professional sequence.
3. Satisfactory completion of the required courses for each selected major in teacher education.
4. Successful completion of the following MTELs: Communication and Literary Skills and all applicable Content MTELs before being placed in the Practicum.
5. Approval of teacher education faculty regarding professional aptitude.
6. Endorsement of major departments.

Additional course work may be required, depending on the needs of the individual student. Students meet with advisors to determine the appropriate required student teaching experience. Student teaching cannot be provided to those who have not followed an established program for the preparation of teachers. Students will observe teachers and pupils at work. The actual participation in teacher activities with conferences and reports is emphasized. This practice teaching is done under supervision in public schools in Quincy, on the South Shore, and in the greater Boston area.

A weekly seminar (ED-499z) is required for all those who are registered for their first student teaching practicum. This seminar will address the issues that arise out of the practicum experience. Resource persons will be used to address specific topics.

D. Education Licensure Programs' Policies

- The Massachusetts Department of Education requires that students entering the teaching profession have a strong foundation in Subject Matter Knowledge (SMK). Upon admission to

the MEd program, a student will meet with his/her advisor and a transcript review will be done for the student's Undergraduate degree. This will determine whether or not a student will have to take additional SMK courses to address any SMK deficiencies and a plan will be set up to complete any courses that will be required.

- Students must complete pre-practicum hours as dictated by the course in which they are embedded. For students who are currently employed in a public school, these hours may be completed in the student's own assigned classroom(s) with the approval of the classroom teacher (and possibly other supervisors).
- All courses within the major must have a minimum grade of C- or better.
- To be eligible for graduation, students must maintain a GPA of 2.75.

9.07 UNDERGRADUATE MINOR IN DIGITAL MARKETING

Undergraduate students can choose to add a minor in Digital Marketing to their current Bachelor's degree program to develop competency

Undergraduate students can choose to add a minor in Digital Marketing to their current Bachelor's degree program to develop competency in key emerging areas such as search engine optimization (SEO) and search engine marketing (SEM), marketing analytics, social media strategy, automated email marketing, and viral growth techniques.

The following industry certifications are embedded in the coursework for this minor:

Embedded Certification(s)	Course
Hubspot - Social Media Marketing Strategy	MK-290, Social Media Marketing
Hubspot - Email Marketing	MK-281, Email Marketing
Hubspot - Content Marketing	MK-340, Viral and Organic Growth
Hubspot - Search Engine Optimization Google - Google Ads Search Certification	MK-370, SEO/SEM
Google - Google Analytics Individual Qualification	MK-420, Digital Marketing Analytics

The Digital Marketing minor is offered via ENC's partnership with Rize, an education company seeking to prepare students for careers in the fastest-growing fields. The partnership allows students to earn ENC credit toward in-demand degree programs. Courses are designed by top academics and industry leaders, vetted by ENC, and taught by faculty who are experts in the field. Courses are 8 weeks in length. They are available online with weekly assignments and include the option to attend

live Zoom class sessions. For those who choose to participate in the two 90-minute sessions per week, those sessions will be scheduled with the instructor during the first week of class.

For more information about the Digital Marketing minor or the Rize partnership, please contact your Academic Advisor.

A. Learning Objectives for the Digital Marketing Minor

The minor in Digital Marketing equips students to:

1. Identify marketing opportunities and create cross-channel marketing strategies to meet those opportunities.
2. Design, justify and assess the impact of campaigns across the full range of popular digital channels.
3. Build effective content marketing strategies and support them with fundamental content creation skills, such as copywriting.
4. Assess the effectiveness of cross-channel campaigns in relation to broader business objectives.

B. Requirements for Digital Marketing Minor

The Digital Marketing minor requires completion of the following courses, comprising 18 credits of General Electives on the degree audit: (Note: MK-252 Principles of Marketing is a prerequisite for several of these courses.)

MK-281 Email Marketing (3 cr)

MK-290 Social Media Marketing (3 cr)

MK-320 Consumer Behavior (3 cr)

MK-340 Viral & Organic Growth (3 cr)

MK-370 SEO/SEM (3 cr)

MK-420 Digital Marketing Analytics (3 cr)

Students who have met the necessary prerequisites may take any of these courses without declaring the minor.

9.08 UNDERGRADUATE MINOR IN PROJECT MANAGEMENT

Undergraduate students can choose to add a minor in Project Management to their current Bachelor's degree program to learn the basics of project management, also including the complex organizational and inter-organizational environments in which projects operate, different project approaches that can be applied depending on the context, and an overview of the impact of technology on the project manager role.

Students who complete this minor will be prepared to take the certification exam to become a [Certified Associate in Project Management®](#).

The Project Management minor is offered via ENC's partnership with Rize, an education company seeking to prepare students for careers in the fastest-growing fields. The partnership allows students to earn ENC credit toward in-demand degree programs. Courses are designed by top academics and industry leaders, vetted by ENC, and taught by faculty who are experts in the field. Courses are 8 weeks in length. They are available online with weekly assignments and include the option to attend live Zoom class sessions. For those who choose to participate in the two 90-minute sessions per week, those sessions will be scheduled with the instructor during the first week of class.

For more information about the Project Management minor or the Rize partnership, please contact your Academic Advisor.

A. Learning Objectives for the Project Management Minor

The minor in Project Management equips students to:

1. Critically assess the application of waterfall and agile methodologies for different projects within a business context, and justify their decisions as well as any associated financial investment.
2. Construct detailed project plans that take into account scope, resource constraints, dependencies and quality assurance.
3. Ensure quality of execution for a given project and execute projects that adapt to changing circumstances.
4. Demonstrate adaptable project management skills with an extensive simulated project, and articulate ethics and scalability considerations.

B. Requirements for Project Management Minor

The Digital Marketing minor requires completion of the following courses, comprising 18 credits of General Electives on the degree audit:

BA-315 Management Information Systems (3 cr)

MA-118 Introduction to Statistics (3 cr)

MT-111 Introduction to Project Management (3 cr)

MT-222 Project Planning (3 cr)

MT-333 Project Execution, Monitoring & Control, Implementation & Closure (3 cr)

MT-444 Advanced Project Management - Practicum (3 cr)

Students who have met the necessary prerequisites may take any of these courses without declaring the minor.

9.09 MASTER OF EDUCATION (MEd)

The Master of Education program is designed for students who have already earned a Bachelor's degree in another field and wish to pursue initial licensure to teach in Massachusetts public schools at one of the following levels or subject areas:

- Early Childhood (PreK-grade 2)
- Elementary (grades 1-6)
- Middle School (grades 5-8) in Math or General Science
- Secondary Education (grades 5-12) in English, History, Business, or in Physics (grades 8-12 only)
- Moderate Disabilities (PreK- grade 8) or (grades 5-12)

The MEd program is available at ENC's Quincy location and at the Brockton-Easton location. Classes meet Monday-Thursday from 4pm-7pm or 6pm-10pm. Students will complete field experiences in public school classrooms and will finish the program with a 12- to 14-week practicum (full-time student teaching) experience. In order to complete the requirements for student teaching and graduation, students must pass the necessary MTEL (Massachusetts Test for Educator Licensure) exams and submit a cumulative teaching portfolio at the end of the program.

All teacher education licensure programs described in this Academic Catalog are subject to revision without advance notice based on directives from the Massachusetts Department of Elementary and Secondary Education.

A. MEd Learning Outcomes

The Master of Education program equips students to be able to:

7. Develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.
8. Organize and analyze results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.
9. Use appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English language learners.
10. Use rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.
11. Effectively model and reinforce ways that students can master challenging material through effective effort, rather than having to depend on innate ability.

12. Regularly reflect on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and use insights gained to improve practice and student learning.

B. MEd Program Requirements

The Master of Education program requires completion of 40 credits (or 43 credits for the Moderate Disabilities programs). ***Additional content courses may be required based on a transcript analysis and comparison with the Subject Matter Knowledge in the Massachusetts Department of Elementary and Secondary Education regulations.*** Specific MEd program requirements include the following:

Education Core 18 credits

- ED-502, American Foundations of Education (3 cr)
- ED-503, Advanced Educational Psychology (3 cr)
- ED-510, Educational Technology (3 cr)
- SN-505, Human Exceptionalities (3 cr)
- SN-540, Educational and Psychological Assessment (3 cr)
- ES-520, ELL Curriculum and Methods (3 cr)

Early Childhood Core (in addition to the Education Core, above) 22 credits

- EC-525, Early Childhood Curriculum and Methods I (3 cr)
- EC-530, Early Childhood Curriculum and Methods II (3 cr)
- RE-541, Principles of Teaching Reading and Children's Literature (3 cr)
- *EC-549n, Practicum: PreK-K (5.5 cr)
- *EC-549e, Practicum: Grades 1-2 (6 cr)
- ED-549z, Practicum Seminar (1.5 cr)

* *One of the early childhood practicums must be in a setting that includes young children with special needs for part of the school day.*

Elementary Core (in addition to the Education Core, above) 22 credits

- EL-525, Elementary Curriculum and Methods I (3 cr)
- EL-530, Elementary Curriculum and Methods II (3 cr)
- RE-541, Principles of Teaching Reading and Children's Literature (3 cr)
- EL-549, Practicum: Elementary (11.5 cr)
- ED-549z, Practicum Seminar (1.5 cr)

*Middle School Core** (in addition to the Education Core, above)* 22 credits

- ED-562, Developing Reading Skills in the Content Areas (3 cr)
- MS-520, Middle School Curriculum and Methods (3 cr)
- ED-520, Classroom Management (3 cr)
- MS-549, Practicum: Middle School, subject area (11.5 cr)
- ED-549z, Practicum Seminar (1.5 cr)

*Secondary Education Core** (in addition to the Education Core, above) 22 credits*

ED-562, Developing Reading Skills in the Content Areas (3 cr)

SE-520, Secondary Education Curriculum and Methods (3 cr)

ED-520, Classroom Management (3 cr)

SE-549, Practicum: Secondary, subject area (11.5 cr)

ED-549z, Practicum Seminar (1.5 cr)

*** The Middle School and Secondary programs (shown above) fulfill the **education competencies** necessary for subject area licensure at the middle or secondary school level. **A liberal arts major or additional coursework in the subject area of certification is required.** In addition to the requirements listed, applicants for middle school licensure must demonstrate competency in child and adolescent psychology.*

Moderate Disabilities: PreK-8 Core (in addition to the Education Core, above) 25 credits

ED-520, Classroom Management (3 cr)

RE-541, Principles of Teaching Reading and Children's Literature (3 cr)

SN-525, Special Needs Curriculum and Methods I (3 cr)

SN-530, Curriculum and Methods for Elementary Special Needs Students II (3 cr)

***SN-549e, Practicum: Special Needs, Elementary (11.5 cr)

ED-549z, Practicum Seminar (1.5 cr)

Moderate Disabilities: 5-12 Core (in addition to the Education Core, above) 25 credits

ED-520, Classroom Management (3 cr)

RE-541, Principles of Teaching Reading and Children's Literature (3 cr)

SN-525, Special Needs Curriculum and Methods I (3 cr)

SN-535, Curriculum and Methods for Secondary Special Needs Students II (3 cr)

***SN-549s, Practicum: Special Needs, Secondary (11.5 cr)

ED-549z, Practicum Seminar (1.5 cr)

****Minimum requirements for special needs practicums include:*

SN-549e (PreK-8): a minimum of "300 hours in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 hours in a separate or substantially separate setting for students with moderate disabilities."

SN-549s (5-12): a minimum of "300 hours in an inclusive general education setting or 150 hours in an inclusive general education setting and 150 hours in a separate or substantially separate setting for students with moderate disabilities."

C. MEd Policies

- No course with a grade of less than a C+ will be counted toward fulfilling the requirements of a Master's degree; the course must be retaken at the student's own expense until the grade reaches at least a C+. No more than 2 C+ grades will be allowed in the program.
- To be eligible for graduation, MEd students must maintain a GPA of 3.0.
- The Massachusetts Department of Education requires that students entering the teaching profession have a strong foundation in Subject Matter Knowledge (SMK). Upon admission to the MEd program, a student will meet with his/her advisor and a transcript review will be done for the student's Undergraduate degree. This will determine whether or not a student will have to take additional SMK courses to address any SMK deficiencies and a plan will be set up to complete any courses that will be required.
- Prerequisites for admission to student teaching (i.e. practicums) include:
 - Admission to and in good standing in the graduate education program.
 - Satisfactory completion of required courses.
 - Passing score on all applicable MTEL exams (CLSE, SMK, Foundations of Reading)
 - Approval of the Program Director
 - A GPA of 3.0 or higher.

9.10 MASTER OF EDUCATION IN HIGHER EDUCATION ADMINISTRATION (HEA)

The Higher Education Administration program is a reflective, practitioner-based, flexible educational experience that prepares its graduates to be student-centered, servant leaders on their campuses. Graduates of our program experience a learning environment that offers the opportunity to apply what is being learned in the classroom to their professional or graduate level responsibilities. Classes in the HEA program meet synchronously online once a week over a period of 6 weeks. Students who remain continuously enrolled can expect to complete their coursework in approximately 18 months. The 15-week course, ED-725 Continuous Improvement in Higher Education, is the capstone course for the program; there is no thesis requirement.

A. HEA Learning Outcomes

The Master of Education in Higher Education Administration curriculum promotes proficiency in essential skills that enable professionals to:

- Develop beliefs, attitudes, and skills that reflect a professional identity rooted in servant leadership
- Apply research, theory and data driven decision making to achieve student success outcomes
- Create programs that compliment academic pursuits and foster student learning outside of the classroom
- Work effectively advising and helping individual students and student groups
- Advocate and model a holistic approach to the person in higher education settings

- Demonstrate an understanding of multicultural issues and competencies in higher education and act in ways that promote hospitable, inclusive practice
- Integrate an understanding of the context of higher education, including the history and organization of the student affairs profession, legal principles, and the academic mission of colleges and universities
- Manage and develop resources, including program budgets, staff, information technologies, and strategic plans
- Solve problems that require effective communication, thoughtful decision making, coping with ambiguity, and managing conflict
- Assess genuine professional issues by interpreting and applying qualitative and quantitative research techniques and by developing evaluations of programs and services

B. HEA Program Requirements

The Master of Education in Higher Education Administration program requires completion of 36 graduate credits. HEA program requirements include the following:

Course Requirements

36 credits

- ED-700, History of Higher Education (3 cr)
- ED-703, Student Development Theory and Practice (3 cr)
- ED-704, Organization and Governance in Higher Education (3 cr)
- ED-705, Finance in Higher Education (3 cr)
- ED-707, Higher Education and the Law (3 cr)
- ED-708, Higher Education Leadership (3 cr)
- ED-709, Managerial Functions of Higher Education (3 cr)
- ED-711, Contemporary Issues in Higher Education (3 cr)
- ED-712, Access and Equity in Higher Education (3 cr)
- ED-713, Data-driven Decision-making in Higher Education (3 cr)
- ED-715, Enrollment Management in Higher Education (3 cr)
- ED-725, Continuous Improvement in Higher Education (3 cr)

C. HEA Policies

- To be eligible for graduation, HEA students must maintain a GPA of 3.0.
- No course with a grade of less than a C+ will be counted toward fulfilling the requirements of a Master's degree; the course must be retaken at the student's own expense until the grade reaches at least a C+. No more than two C+ grades will be allowed in the program.
- All other courses in the program must be taken before ED-725.

9.11 MASTER OF EDUCATION IN URBAN LEADERSHIP (MED-UL; NONLICENSURE)

The Master of Education in Urban Leadership (non-licensure) is designed for teachers in urban schools who have already completed a Bachelor's degree and an initial teaching license. The 36-credit graduate program provides coursework in leadership and administration with a particular focus on the concerns of schools located in urban settings. It is ideal for seasoned teachers with an interest in moving into a leadership role in their department or school that does not require an additional license.

Classes in the MEd-UL program meet once a week over a period of 6 weeks. Students who take four courses each semester can expect to complete their coursework in approximately 18 months. A comprehensive leadership portfolio and Exit Interview with the department are required to complete the degree.

A. MEd-UL Learning Outcomes

The Master of Education in Urban Leadership prepares students to:

1. Develop, nurture, and implement a professional culture that fosters reflective practice, the use of data and continuous learning for all staff members, and impacts the learning and achievement of students.
2. Understand and comply with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.
3. Employ/use strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district/school community.
4. Use multiple sources of data/evidence to support school/district goals, educator effectiveness, and student learning.
5. Demonstrate strong interpersonal, written, and verbal communication skills, and foster clear lines of communication between and among constituencies.
6. Build high quality and effective teams and foster collaborative decision-making and responsibility.
7. Model and promote ethical and professional conduct at all times, and appropriately address any unethical and/or unprofessional behavior.
8. Equip staff members and students to contribute to and interact effectively in a culturally diverse environment in which students' background, identities, strengths and challenges are respected.

B. MEd-UL Program Requirements

The Master of Education in Urban Leadership program requires completion of 36 graduate credits. MEd-UL program requirements include the following:

<i>Course Requirements</i>	36 credits
AD-620, Curriculum Development and Supervision (3 cr)	

AD-625, School Personnel Administration (3 cr)
 AD-630, School Law (3 cr)
 AD-635, School Business Administration (3 cr)
 AD-640, School and Community Relations (3 cr)
 AD-645, School Organizations in a Changing World (3 cr)
 AD-660, Assessment Issues for Administrators (3 cr)
 AD-680, Administration of Education Programs (3 cr)
 ED-552, Analysis of Teaching (3 cr)
 ED-555, Educational Issues in Society (3 cr)
 ED-695, Leadership for Teachers and Educators (3 cr)
 ED-696, Mentoring for Educators (3 cr)
 Leadership Portfolio and Exit Interview (0 cr)

C. Certificate in Urban Leadership: Course Requirements

To earn a post-baccalaureate certificate in Urban Leadership requires completion of 24 graduate credits. Course requirements include the following:

<i>Course Requirements</i>	24 credits
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AD-620, Curriculum Development Supervision (3 cr)
 AD-625, School Personnel Administration (3 cr)
 AD-630, School Law (3 cr)
 AD-635, School Business Administration (3 cr)
 AD-640, School and Community Relations (3 cr)
 AD-645, School Organizations in a Changing World (3 cr)

Select two courses (6 credits) from the following:

ED-552, Analysis of Teaching (3 cr)
 ED-555, Educational Issues in Society (3 cr)
 ED-695, Leadership for Teachers and Educators (3 cr)
 ED-696, Mentoring for Educators (3 cr)

D. MEd-UL Policies

- Employees of Boston Public Schools who have successfully completed either the Women Educators of Color (WEOC) or Men Educators of Color (MEOC) program are eligible to receive 6 transfer credits to be applied toward either the Urban Leadership Certificate or the MEd in Urban Leadership. Those 6 credits will satisfy two of the following: ED-552, ED-555, ED-695, ED-696
- No course with a grade of less than a C+ will be counted toward fulfilling the requirements of a Master's degree; the course must be retaken at the student's own expense until the grade reaches at least a C+. No more than two C+ grades will be allowed in the program.
- To be eligible for graduation, MEd-UL students must maintain a GPA of 3.0.

9.12 MASTER OF SCIENCE IN MANAGEMENT (MSM)

The Master of Science in Management is designed for working adults who have already completed a Bachelor's degree. The 36-credit graduate program provides two tracks for individuals who wish to advance in their chosen careers by developing the managerial skills necessary for success in today's complex and competitive organizations. Two tracks are available:

- General Management
- Healthcare Administration

The MSM program is available at ENC's Quincy, Massachusetts campus and in Richmond, Virginia where classes meet once a week over a period of 6 weeks. The program is also available online in an entirely asynchronous format. Students who remain continuously enrolled can expect to complete their coursework in approximately 18 months. A thesis or internship is required for completing the degree.

Important Note: Students who do not have a solid background in Finance or Accounting, are strongly encouraged to enroll in the undergraduate course, BS-316 Finance and Accounting for Nonfinancial Managers before undertaking the rigorous graduate-level course, MM-530 Financial Issues for Managers.

A. MSM Learning Outcomes

The Master of Science in Management program equips students to be able to:

1. Solve business problems relating to the planning, organizing, controlling and leading of organizational resources.
2. Demonstrate investigative skills to use quantitative and qualitative methodologies to solve business problems.
3. Demonstrate individual and collaborative communication skills through written, oral, numeric and visual modalities.
4. Demonstrate a Christian purview through Christian ethics in the planning, organizing, controlling and leading of organizational resources.
5. Demonstrate multicultural competencies engaging in managerial roles of planning, leading, organizing and controlling or organizational resources throughout the world.

B. MSM Program Requirements

The MS in Management requires completion of 36 credits. All students complete the core requirements, plus the requirements for their selected track. Specific requirements include the following:

<i>Core Requirements</i>	18 credits
MM-517, Organizational Theory, Behavior and Change (3 cr)	
MM-530, Financial Issues for Managers (3 cr)	

MM-535, Economic Issues for Managers (3 cr)
 MM-540, Human Resource Management Seminar (3 cr)
 MM-550, Foundations of Leadership Theory (3 cr)
 MM-552, Ethical Leadership (3 cr)

Management Track

18 credits

MM-525, Intro to the Integrated Thesis: Research Methodology, Design & Statistics (3 cr;
minimum grade of B or better)
 MM-541, Thesis Checkpoint (1 cr; *Pass-Fail grading*)
 MM-545, Management Information and Decision Design (3 cr)
 MM-553, Leadership in the Global Marketplace (3 cr)
 MM-562, Marketing Communications (3 cr)
 MM-554, Applied Leadership Strategy and Policy (3 cr)
 MM-565, Thesis Seminar (2 cr; *Pass-Fail grading*)

Healthcare Administration Track

18 credits

MH-510, Issues in Health Law, Ethics, & Policy (3 cr)
 MH-520, Managerial Epidemiology (3 cr)
 MH-530, Introduction to Health Information Systems (3 cr)
 MH-540, Healthcare Quality Improvement (3 cr)
 MH-550, Corporate Compliance in the Healthcare Industry (3 cr)
 MH-560, Internship in Healthcare Administration (3 cr)

C. MSM Policies

- To be eligible for graduation, MSM students must maintain a GPA of 3.0.
- No course with a grade of less than a C+ will be counted toward fulfilling the requirements of a Master's degree; the course must be retaken at the student's own expense until the grade reaches at least a C+. No more than two C+ grades will be allowed in the program.
- Management track:
 - Students must complete MM-525 with a grade of "B" or better in order to progress in the program.
 - Students who do not complete their thesis projects within the 15-week period for MM-565, Thesis Seminar may request to extend the thesis for an additional 15-week period. A Thesis Extension Fee of \$600 will be charged per additional 15-week period (see [Section 5.02F7](#); Note: Federal aid cannot be applied to thesis extension fees.). Students in an extension will remain as "Active Students" and will continue to have access to library and technology resources even though they are not registered for course credit. The thesis may be extended up to 8 times. Students who do not submit the thesis and do not request an extension will be administratively withdrawn from the program (see [Section 6.08E](#)). If they wish to complete the program at a later date,

they may need to reapply and, depending on how much time has elapsed, may be required to retake courses.

9.13 MASTER OF SCIENCE IN MARRIAGE AND FAMILY THERAPY (MFT)

The Master of Science in Marriage and Family Therapy is designed for students who have already earned a Bachelor's degree, are seeking to become licensed counselors, and hope to develop their primary professional identity as a Licensed Marriage and Family Therapist (LMFT)* or a Licensed Mental Health Counselor (LMHC)*.

The MFT program is available at ENC Quincy location. Classes generally meet once a week over a period of 10 weeks and students usually take 2 courses at a time. A year-round commitment to the pursuit of the degree is requested and students are expected to maintain progress with their cohort. The 3-year program culminates with a 12-month clinical experience that requires 700 total hours (300 of which are client contact hours).

****Professional Licensure***

In the Commonwealth of Massachusetts, the Board of Registration of Allied Mental Health Professionals controls the licensing of marriage and family therapist and licensed mental health counselors. The regulations for licensing (262 CMR 1:00-8:00 document) have been consulted in the development of the program curriculum. This, however, does not constitute approval of the program by the Board of Registration or as a guarantee of future licensing. Students are advised to obtain a copy of the regulations for their personal review and study.

A. MFT Learning Outcomes

The Master of Science in Marriage and Family Therapy program equips students to be able to:

1. Understand and demonstrate competence in the theories of psychotherapy and counseling, treatment and prevention modalities.
2. Understand the nature of human development across the lifespan.
3. Understand and demonstrate competence in the identification, diagnosis of and treatment planning for psychopathological behavior, particularly as outlined in the DSM-V.
4. Understand the issues and trends of a multicultural and diverse society and be able to demonstrate the application of this awareness to the counseling setting.
5. Understand and practice developing skills, procedures, and counseling techniques in the helping relationships.
6. Understand and demonstrate competence in the dynamics and processes of group work.
7. Understand and demonstrate competence in the ethical and legal issues of counseling and professional orientation.
8. Understand and demonstrate competence in the techniques of premarital and marital therapy.
9. Understand family developmental and relational issues in a family systems approach and resiliency model.

10. Understand and demonstrate competence in the range of historical and modern family therapy approaches.
11. Understand and demonstrate competence in the techniques of psychological and family assessment.
12. Understand and demonstrate competence in the use of statistical techniques and the design of research.
13. Study in-depth either addictions/substance abuse or religious and spiritual issues in counseling.
14. Demonstrate critical reasoning in the assessment and treatment of psychological problems.
15. Demonstrate effective written and oral communication, collaboration, and the ability to effectively attend to and listen to others.
16. Reflect upon and integrate Christian principles with the tenets of psychology and appreciate other religious perspectives in potential clients and themselves.
17. Deepen self-awareness, appreciation of diversity, and acceptance of others.

B. MFT Program Requirements

The Master of Science in Marriage and Family Therapy program requires completion of 60 graduate credits. MFT program requirements include the following:

Course Requirements

60 credits

- PS-510, Introduction to Professional Counseling (3 cr)
- PS-515, The Family: Developmental and Relational Issues (3 cr)
- PS-521, Seminar in Personal and Professional Development (3 cr)
- PS-522, Legal and Ethical Issues in Counseling (3 cr)
- PS-531, Counseling: Philosophy, Theory, and Practice (3 cr)
- PS-532, Marital Preparation, Enrichment, and Therapy (3 cr)
- PS-533, Marriage and Family Therapy: Historical Approaches (3 cr)
- PS-534, Marriage and Family Therapy: Collaborative and Integrative Approaches (3 cr)
- PS-540, Lifespan Development and Treatment Interventions I: Children and Adolescents (3 cr)
- PS-551, Culturally-Sensitive Counseling (3 cr)
- PS-561, Understanding Research Design and Statistics (3 cr)
- PS-562, Techniques for Psychological and Family Assessment (3 cr)
- PS-571, Psychopathology and Pharmacology: Treatments for Adults (3 cr)
- PS-588, Lifespan Development and Treatment Interventions II: Adults (3 cr)
- PS-595, Group Counseling (3 cr)
- ONE of:
 - PS-572, Religious and Spiritual Issues in Counseling (3 cr)
 - PS-586, Addictions and Substance Abuse Counseling (3 cr)
- PS-600, Practicum and Internship: Clinical Experience and Supervision (12 cr)

C. MFT Policies

- No course with a grade of less than a C+ will be counted toward fulfilling the requirements of a Master's degree; the course must be retaken at the student's own expense until the grade reaches at least a C+. No more than 2 C+ grades will be allowed in the program.
- Students in the MFT program must maintain a grade point average of at least a 3.0 (B) to remain in the program.

X. COURSE DESCRIPTIONS

10.01 UNDERGRADUATE COURSE DESCRIPTIONS

AC-221 PRINCIPLES OF ACCOUNTING I (3 CR.)

Introduces the accounting cycle: analyzing and recording transactions, posting to ledgers, preparation of worksheets and financial statements. Also includes calculations for inventory valuation, depreciation of fixed assets, interest on notes, and payroll issues. Primary emphasis is on merchandising and service organizations.

AC-222 PRINCIPLES OF ACCOUNTING II (3 CR.)

A continuation of AC-221. Principles related to accounting for partnerships and corporations addressing relevant calculations and the recording of transactions related to long-term liabilities, stocks, bonds, and income taxation. Also includes topics related to accounting for manufacturing organizations.

Prerequisite: AC-221.

AC-340 MANAGERIAL ACCOUNTING (3 CR.)

Focuses on the information needs of management. The identification, measurement, accumulation, analysis, preparation, interpretation, and communication of information assist all levels of management in fulfilling organization goals. The process of gathering and analyzing this information and presenting it in a format useful to internal management is emphasized in this course.

Prerequisite: AC-222.

BA-110 INTRODUCTION TO BUSINESS (3 CR.)

Students receive an introductory overview of business activities, such as gaining an appreciation of business organization, the economy, the capitalistic system, the social responsiveness of business, and decision-making. In addition, students will have the opportunity to evaluate many business careers.

BA-231 PRINCIPLES OF MICROECONOMICS (3 CR.)

Provides an introduction to the theoretical and analytical tools of economics, including but not limited to theory of demand, cost, price competition, market structures, and allocation of factors of production.

BA-232 PRINCIPLES OF MACROECONOMICS (3 CR.)

Provides background for understanding modern economic and business activity. The study of national income and its measurement, determination of price levels, output, employment, money and credit, expenditures, and economic stability, government fiscal and monetary policies are included. May be taken before BA-231.

BA-310 GLOBAL BUSINESS (3 CR.)

Provides students with an opportunity to acquire an understanding of how multinational companies can transact business successfully in response to the complex challenges of operating in a global environment. The course emphasizes the diverse economic, cultural, and institutional systems from an international, regional and global perspective, while incorporating the marketing, financial, managerial, and strategic considerations that lead to success.

Prerequisites: MT-212, and MK-252.

BA-314 BUSINESS ETHICS (3 CR.)

Provides an understanding of ethical problems in business. Examines the conceptual and practical implications of ethics for business conduct.

BA-315 MANAGEMENT INFORMATION SYSTEMS (3 CR.)

Provides an overview of information systems – planning, organizing, leading, and applying information technology advancements. This course has a managerial perspective that describes how IS supports business goals and functions, defines what information resources are available to the manager, and demonstrates how the manager is involved in the information development process.

BA-324 ENTREPRENEURSHIP AND BUSINESS PLAN DEVELOPMENT (3 CR.)

Focuses on the development of a business plan that identifies a market need, evaluates the financial viability of the venture, and organizes the resources to launch the business. Specific emphasis will be given to sources of funding for entrepreneurial ventures and the appropriate legal forms of a business to accompany chosen financing strategies.

Prerequisites: AC-221, and MT-212.

BA-411 BUSINESS LAW (3 CR.)

Covers law of business regulation, contracts, and legal controls imposed in the business-society relationship. Includes study of basic contract law, Uniform Commercial Code, and appropriate legal concepts as related to business activities.

BA-478 SEMINAR IN LEADERSHIP (3 CR.)

A laboratory experience providing opportunity for self-development and synthesis of the major themes explored during prior courses, including social responsibility, ethics, integration of faith with practice, personal development, group process, organization and leadership.

BS-110, INTRODUCTION TO ACCOUNTING (3 CR)

This course includes the basic functions of collecting, processing, and reporting accounting information for involved third parties (e.g. owners, investors, and government) and allows students to examine, understand, and use accounting information effectively.

BS-316, FINANCE & ACCOUNTING FOR NON-FINANCIAL MANAGERS (3 CR)

This course is designed to be an introduction to finance for the non-financial major. Students will learn basic accounting and finance principles and practices, with emphasis on application in the management decision-making process.

BS-331, COMPARATIVE ECONOMIC SYSTEMS (3 CR)

This course focuses on the description and analysis of economic goals, institutions, and policies in different countries, with an emphasis on organizational principles and decision-making structures.

BS-370, NEGOTIATION & CONFLICT RESOLUTION (3 CR)

This course provides an overview of conflict management and resolution, with emphasis on processes, psychodynamics of conflict, and win/win principles. By presenting both theoretical information and opportunities to participate in experiential exercises, the course will serve to improve the student's negotiating behavior.

CC-110, FOUNDATIONS FOR LIFELONG LEARNING (2 CR)

Framed in the context of professionalism, this course will assist adult learners who are entering or returning to college. Students will develop strategies and tools for learning success that they will be able to apply both in academic classes and in professional contexts as they continue to learn throughout their lives. (CC-110 may be waived for incoming students who have demonstrated a recent, consistent pattern of academic success at another institution.)

CH-202, ENVIRONMENTAL SCIENCE WITH LAB (4 CR)

This course is designed to provide an introduction to the environmental sciences, with a focus on interrelationships. Through the interdisciplinary approach, scientific concepts and information will be integrated with political, economic, and social aspects. Lab fee may apply.

CO-106, SPEECH COMMUNICATIONS (3 CR)

This course is designed to familiarize students with the principles of speaking in public and in small groups, and offers practical application of speaking and listening fundamentals in both formal and informal speaking situations. Special emphasis is on development of public speaking, delivery skills, organization and presentation of effective outlines as well as audience analysis and speaker evaluation.

CO-210 INTRODUCTION TO APPLIED LINGUISTICS (3 CR.)

Concerns teaching the English language and includes a study of the history of the English language, semantics, syntax, phonetics, phonology, morphology, dialects, grammar (traditional, structural, transformational), and usage. *Prerequisites: EN-100 and EN-102*

CP-150, CHRISTIAN TRADITION (3 CR)

This course traces some of the pivotal events in Christian history, and includes the people, socio-cultural influences and basic theological concerns involved. Attention is paid to developments in each major period of Christian history, as well as to the growth of Christianity from its roots in the Middle East to expansion across Europe and Africa, to its appearance in Asia and the Americas.

CP-195, THE WEST IN THE WORLD SINCE 1500 (3 CR)

An examination of the broad patterns of Western historical development in global context. Special emphasis will be given to the competing assessments of the meaning and significance of Western and modern global civilization.

CP-245, LITERATURE AND CULTURE (3 CR)

A humanities course designed to reveal to students: 1) the debt the Western literary tradition owes to the ancient, pre-Christian world; and 2) how literature operates as an important vehicle for cultural exchange between the east and the west. In the process, students will refine their skills in reading and understanding literary works, including the interpretation of figurative language, an awareness of how literary genre shapes content, and the ability to articulate central themes.

Prerequisites: EN-102 and CP-195

CP-250, BIBLE IN CURRENT PERSPECTIVE (3 CR)

This course serves as a broad introduction to the Bible and the various ways it impacts both the church and contemporary society. It provides an introduction to the formation of the Christian canon and surveys the major themes of the Old and New Testaments. Throughout the course, connections are drawn between the Bible and other disciplines, especially connections to the topics covered in the other courses in the Cultural Perspectives curriculum.

Prerequisites: EN-102, CP-150, and CP-195

CP-290, EAST MEETS WEST: WESTERN PHILOSOPHY AND GLOBALIZATION (3 CR)

This course addresses philosophical themes that arise as the result of the human search for meaning in the present context of globalization. While it will include an historical survey of significant Western responses to these perennial human questions, it will also include voices from outside the Western tradition. Emphasis will be placed on those concepts, issues and philosophers which have played the greatest role in Western civilization, and which may offer significant answers to today's global questions. Emphasis will be placed upon correlations with other courses in the Cultural Perspectives sequence.

Prerequisites: EN-102, CP-150, and CP-195

CP-325, EPOCH-MAKING EVENTS IN SCIENCE (3 CR)

Using examples from the history of ideas, EMES considers major revolutions in our understanding of ourselves, our world, and the meaning of our existence. Typical of the ideas to be discussed are: 1) the emergence of the natural sciences as a novel way to understand the world; 2) the Copernican Revolution as a challenge to anthropocentric views of ourselves; 3) scientific explanations for origins that force reconsideration of traditional religious views.

Prerequisite: CP-250 and one Lab science

CP-350, WORLD RELIGIONS (3 CR)

Studies the historical understandings and practices of the major belief systems of the world, such as: animism, Buddhism, Confucianism, Hinduism, Islam, Judaism, and secondary groups that have developed from them. The course will include visits to local places of worship and meditation.

Prerequisite: CP-250 and CP-290

CP-410, LIVING ISSUES (3 CR)

The capstone course in ENC's Cultural Perspectives sequence of courses, designed to expose students to some of the major challenges facing humanity as a whole and the student as an individual. One of the primary course objectives is the exploration of the tensions and possibilities that exist for Christian faith and values in a society permeated with individualism, materialism, and despair. This course also deals with moral philosophy around the globe, considering social issues and morality from the vantage point of ethics and responsibility.

Prerequisites: CP-250, CP-290, and Senior standing

EC-210, FUNDAMENTALS OF EARLY CHILDHOOD EDUCATION (3 CR)

This foundation course examines early childhood education (birth through grade 2) from a variety of perspectives including philosophical, historical, multicultural, developmental and socio-economic points of view. Students will acquire an understanding of how early childhood education has influenced the childcare profession. Topics include: child growth and development (typical and atypical), learning theories, diversity, developmentally appropriate practices, teaching models and practices, professional teaching standards, and critical issues related to teaching.

EC-220, EARLY CHILDHOOD OBSERVATION AND ASSESSMENT (3 CR)

Students will be introduced to a variety of valid and reliable assessment tools and techniques for use in developmentally appropriate data-driven instruction specific to children's individual abilities, needs, and interests. Attention will be given to child individualization using formal and informal systematic observation and assessment methods. Students will learn how to collaborate with families and community professionals to meet instructional best practices of children's developmental abilities.

Prerequisite: EC-242

EC-225, EARLY CHILDHOOD CURRICULUM AND METHODS: INFANT/TODDLER (3 CR)

This course addresses the selection and use of developmentally appropriate emergent, integrated, child-centered, and play-based curricula and materials for children from birth to approximately age three. The curricula will incorporate all developmental domains. Related topics include: approaches to teaching, considerations of cultural and special needs, classroom environment, behavioral guidance, and applications of developmental learning.

Prerequisites: EC-220 and EC-320

EC-230, EARLY CHILDHOOD CURRICULUM AND METHODS: PRESCHOOL (3 CR)

This course addresses the selection and use of developmentally appropriate emergent, integrated, child-centered, and play-based curricula and materials for children from approximately age three to five. The curricula will incorporate all developmental domains. Related topics include: approaches to teaching,

considerations of cultural and special needs, classroom environment, behavioral guidance, and applications of developmental learning.

Prerequisites: EC-220 and EC-320

EC-242, CHILD DEVELOPMENT (3 CR)

Students study child development from pre-natal stages through eight years of age. Attention is given to a variety of perspectives- biological processes, physical development, perceptual development, cognitive and language development, socio-emotional development and social contexts of development. Theories of child development and current research are addressed in order to provide the student with a comprehensive understanding of the nature, individual variations, and potential in child development. Also considers specific contexts, such as the family, peer relationships, school and community life, and culture and diversity.

EC-243, EDUCATIONAL TECHNOLOGY FOR YOUNG CHILDREN (3 CR)

Includes an overview of the application of various forms of technology in the early childhood classroom. Students will review recent research on the subject and determine how to integrate technology with curriculum in developmentally appropriate ways. Students will evaluate the merits of a variety of instructional media and learn to use and adapt them appropriately for the early childhood classroom setting.

Prerequisite: Demonstrated technological proficiency

EC-299P, PRACTICUM SEMINAR I (3 CR)

Students will observe, assist, and teach within an infant/toddler or preschool setting under the direction of a supervising practitioner and supervised by a college faculty member. In addition to the practicum, students will meet together regularly in a seminar format to reflect on practicum experiences. There are 75 clock hours of student teaching to complete for this course.

Prerequisite: EC-225 or EC-230

EC-306, MATH FOR THE EARLY CHILDHOOD CLASSROOM (3 CR)

This course is designed to help students discover how young children think about and learn mathematics. The course integrates four important aspects of teaching mathematics: gaining knowledge of oneself as a learner of mathematics, gaining knowledge of oneself as a teacher of mathematics, gaining knowledge of how children think, and becoming a reflective practitioner. This course prepares students to craft a mathematics teaching practice that reflects current educational research, philosophies, and methodologies.

Prerequisite: EC-225 or EC-230

EC-308, LITERACY AND LANGUAGE DEVELOPMENT (3 CR)

This course is designed to assist early childhood educators in developing a solid instructional philosophy as it relates to literacy and language development, and to examine balanced literacy practices. Emphasis will be placed on designing literacy-rich classroom environments that support language and reading development in a diverse classroom of early learners. Current methodology, including research-based techniques for teaching reading, the integration of developmentally appropriate writing strategies, and current assessment practices will be discussed in relation to the NAEYC *Criteria for Curriculum*, *Massachusetts Guidelines for Preschool Learning Experiences* (2003), and *English Language Arts Curriculum Frameworks and the Common Core* (2011) for ECE children.

Prerequisite: EC-225 or EC-230

EC-311, SPECIAL NEEDS IN EARLY CHILDHOOD (3 CR)

This course will enable the student to develop the instructional and behavioral competencies to foster the inclusion of children with exceptional needs into early childhood settings. The course will examine

curricular adaptations, classroom modifications, medical concerns, family impact, legal issues, family relationships, community resources, Individualized Educational Plans and Individualized Family Service Plans.

Prerequisite: ED-310

EC-320, EARLY CHILDHOOD CLASSROOM MANAGEMENT (3 CR)

Based upon theory and research, students will construct a developmentally appropriate approach to guiding young children. Supportive interactions between adults and children are emphasized as is effective learning environments which support children's autonomy. Students will apply knowledge using the decision making model of child guidance in everyday discipline encounters to teach conflict resolution skills.

Prerequisites: EC-242 and EC-220

EC-325, EARLY CHILDHOOD CURRICULUM & METHODS I (3 CR)

Students will gain an overview of philosophy, approaches to teaching young children, technology, special needs, classroom management and practical materials designed for the developmental curriculum in the following areas: sensory experiences, language arts and the humanities (including social studies and the expressive arts). There are 25 pre-practicum clock hours to complete for this course.

Prerequisites: Junior or Senior status, and in good standing in the Teacher Education program

EC-330, EARLY CHILDHOOD CURRICULUM & METHODS II (3 CR)

Students will examine effective methods of curriculum implementation, considering cultural and special needs, combined with developmental learning and ways to prepare a supportive physical environment. This course will feature the following areas of curriculum: the natural sciences (including science, health and mathematics), motor development and parent and community involvement. The student will design an integrated curriculum unit and resource kit. There are 25 pre-practicum clock hours to complete for this course.

Prerequisites: Junior or Senior status, and in good standing in the Teacher Education program

EC-390, CHILD CARE POLICY (3 CR)

A general study of organizational theories and functions with application to the early childhood center/daycare facility will be emphasized. Topics focus on a variety of issues including child abuse; laws and regulations (NAEYC, etc.); policy; cultural diversity; relationships/partnering with families, service agencies and community resources for families (IEPs, IFSP's etc.); records management; marketing and promotional strategies; the change process and historical and social issues as they relate to childcare today.

EC-391, SCHOOLS, FAMILIES, & COMMUNITIES (3 CR)

The focus of this course is helping families and the community understand the role of a daycare center. Among the issues explored during the course are understanding and building respectful/reciprocal/healthy relationships with diverse families and using culturally competent practices to support and communicate with individual children and families, cultivating meaningful family and community involvement, connecting families to community resources, and taking advantage of opportunities for appropriate, positive collaborations with other school and community services.

EC-392, SUPERVISION AND ADMINISTRATION OF CHILDCARE FACILITIES (3 CR)

This course is designed to be a theoretical and practical study of the administrative processes applied to the early childhood center/daycare facilities. Areas studied will include organization theory and best business practices, regulations, applicable laws, professional development, staff supervision/personnel issues (professional attitudes, behaviors, and ethical standards/professional guidelines) and quality standards.

EC-395, HEALTH, SAFETY, & NUTRITION (3 CR)

This course will focus on the promotion and assurance of the children's health, safety and nutrition. Among the topics explored are the following: hygiene and health promotion, preventing and responding to infectious diseases and managing chronic illness, mental health, basic safety and emergency preparedness, safeguarding children and youth - particularly from child abuse and neglect - nutrition, the food handling environment and physical fitness and activity.

EC-495, SPECIAL TOPICS IN EARLY CHILDHOOD (VARIABLE CREDIT; REPEATABLE UP TO 6 CREDITS)

This course explores current topics, issues, and activities related to one or more aspects of the early childhood care and education profession.

EC-499E, EARLY CHILDHOOD PRACTICUM I: GRADES 1-2 (6 CR)

Observing, assisting, and teaching within a first through second grade setting under the directions of a supervising practitioner and supervised by a college supervisor. This practicum is required of all early childhood majors for licensure. The classroom will include regular students as well as special needs students.

Prerequisites: ED-210, ED-310, RE-441, SN-311, SN-420, ED-243, EC-325, EC-330, a cumulative GPA of 2.5, approval of teacher education faculty, pass all appropriate MTEL tests

EC-499K, EARLY CHILDHOOD PRACTICUM II: PRESCHOOL/KINDERGARTEN (6 CR)

Observing, assisting, and teaching within a preschool setting under the directions of a supervising practitioner and supervised by a college supervisor. This practicum is required of all early childhood majors for licensure. The classroom will include regular students as well as special needs students.

Prerequisites: ED-210, ED-310, RE-441, SN-420, SN-311, ED-243, EC-325, EC-330, a cumulative GPA of 2.5, approval of Teacher Education Faculty Committee, pass all appropriate MTEL test

EC-499P, PRACTICUM SEMINAR II (6 CR)

Students will observe, assist, and teach within an infant/toddler or preschool setting under the direction of a supervising practitioner and supervised by a college faculty member. In addition to the practicum, students will meet together in a seminar format to reflect on practicum experiences. There are 150 clock hours of student teaching to complete for this course.

Prerequisites: EC-242, EC-220, EC-320, EC-230/225, ED-310, EC-311, EC-392, EC-395, EC-306, EC-308, EC-390, EC-391

ED-210, AMERICAN FOUNDATIONS OF EDUCATION (3 CR)

An introductory course offering insights into historical, sociological, psychological, philosophical and methodological foundations at all levels of education. Opportunity is provided for students to explore the field of education and to provide guidance to those choosing teaching as a vocation. Implications of the past, present and future of school program development, organizations, and the individual educator are emphasized.

ED-243, EDUCATIONAL TECHNOLOGY (3 CR)

Includes an overview of the applications of the technology in the classroom. Students will receive, evaluate, and produce educational software including videos, slide presentations, transparencies and photo essays for use in small group, class, and individual instruction. Emphasis will be placed on integrating instructional software, including compact disks, word processing, and multimedia computer programs into the curriculum. There is also a study of innovative programs using technology, such as distance learning and telecommunications, in the classroom. There are 25 pre-practicum hours to complete for this course.

Prerequisites: ED-210 and ED-310

ED-310, EDUCATIONAL PSYCHOLOGY (3 CR)

A review of human development in a psychological context, followed by a concentration on learning theories and evaluation strategies. The aim is to help each student to arrive at a consistent systematic position in applying psychology to the educational setting. (BEd licensure students only: There are 25 pre-practicum clock hours to complete this course.)

Prerequisite for ECE students only: EC-220

ED-320, CLASSROOM MANAGEMENT (3 CR)

Develops competency in instructing language arts and the humanities (including social studies and expressive arts); general teaching-learning strategies; basic elements in curriculum design; classroom management; mainstreaming; and their application to elementary school children, including those with special needs. There are 25 pre-practicum hours to complete for this course.

Prerequisites: Junior or Senior status, and in good standing in the Teacher Education program

ED-495, ADVOCACY IN EDUCATION (3 CR)

The purpose of this course is to introduce early childhood teachers to the various theories and methodologies of educational advocacy. Understanding the various facets of advocacy is important to ensuring that all children are afforded a just and equitable educational opportunity. Proactive advocacy is crucial for ensuring that the individual and collective educational rights of children are promoted and vigilantly protected in the classroom, and in society. Students will examine the concepts of economic of equality, social policy and legislative advocacy in addressing and resolving the needs of the traditionally marginalized and underserved populations.

ED-495A, INDEPENDENT RESEARCH IN EDUCATION (VARIABLE CREDIT; REPEATABLE UP TO 9 CREDITS)

Individual research under the guidance of faculty on special interests, concerns, problems, remediations, or questions. Assigned and suggested readings will be required; field experience(s) may be required; frequent conferences will be conducted.

Prerequisite: Permission of the department

ED-499Z, PRACTICUM SEMINAR (3 CR)

A three credit seminar for student teachers who have not had any previous teaching experience. It is designed as a supportive component of the student teaching experience. The following is a list of possible topics to be covered: licensure application process, credential files, discipline, classroom management, interviewing, and relationships with supervising practitioners. The structure of this course also allows for student generated topics for discussion. One credit of the course (15 hours) will address the Data Analysis competency that is part of the new Professional Standards for Teachers (PSTs). This will be designed to provide students with the essential knowledge of descriptive and inferential statistics in the field of education. It prepares students to be knowledgeable consumers of social research statistics and to do further work in statistics and research. This one credit component is designed to provide a Lab experience for students where they will develop their skills for data interpretation, particularly as it will be applied to work in K-12 schools and is required for all Education majors. This course is taken in conjunction with the student teaching practicum and is required to be considered a program completer.

Prerequisite: Passing score on the content exam of the Massachusetts Test for Educator Licensure (MTEL).

EL-325, ELEMENTARY CURRICULUM & METHODS I (3 CR)

Develops competency in instructing language arts and the humanities (including social studies and expressive arts); general teaching-learning strategies; basic elements in curriculum design; classroom management; mainstreaming; and their application to elementary school children, including those with special needs. There are 25 pre-practicum hours to complete for this course.

Prerequisites: Junior or Senior in good standing in Teacher Education Program.

EL-330, ELEMENTARY CURRICULUM & METHODS II (3 CR)

Develops competency in instructing in the natural sciences (including mathematics, science, and health); general teaching-learning strategies; basic elements in curriculum design; classroom management; mainstreaming; and their application to elementary school children, including those with special needs. There are 25 pre-practicum clock hours to complete for this course.

Prerequisites: A Junior or Senior and in good standing in the Teacher education program.

EL-499, ELEMENTARY PRACTICUM (12 CR)

Observing, assisting, and teaching within an elementary school setting under the direction of a supervising practitioner and supervised by a college supervisor. This practicum is required of all elementary education majors for licensure. The classroom will include regular students as well as special needs students.

Prerequisites: ED-210, ED-310, RE-441, SN-311, SN-420, ED-243, EL-325, EL-330, a cumulative GPA of 2.5, approval of teacher education faculty, pass all appropriate MTEL tests.

EN-100, ENGLISH COMPOSITION I (3 CR)

This course is designed to teach students develop their ideas in clear, effective, written English. Through a series of writing assignments and small group activities, students will explore organization, development and style as they pertain to college writing.

Minimum Grade Requirement: C- or better; if the grade requirement is not met, the student will not be allowed to continue in the program sequence. Before re-enrollment in the program is approved, this course must be successfully completed with a minimum grade of C-, or a pre-approved transfer equivalent must be officially transferred in that meets the required minimum grade.

EN-102, ENGLISH COMPOSITION II (3 CR)

This course is designed to help students develop critical thinking, reading, and writing skills. The emphasis is on APA documentation style and research writing.

Prerequisite: EN-100

Minimum Grade Requirement: C- or better; if the grade requirement is not met, the student will not be allowed to continue in the program sequence. Before re-enrollment in the program is approved, this course must be successfully completed with a minimum grade of C-, or a pre-approved transfer equivalent must be officially transferred in that meets the required minimum grade.

EN-341, INTRODUCTION TO LINGUISTICS (3 CR)

This course is concerned with teaching the English language. It includes a study of the history of the English language, semantics, syntax, phonetics, phonology, morphology, dialects, grammar (traditional, structural, transformational) and usage.

ES-320, ELL CURRICULUM & METHODS (3 CR)

This course will examine a number of topics that address the learning needs of ELL students. Theoretical issues from various disciplines will be considered as they impact the practical needs and concerns of students and teachers in the authentic settings in which ELL instruction takes place. A variety of methods, especially Sheltered Instruction (SEI), will be studied and analyzed in order that prospective teachers will be able to develop concrete strategies of instruction. The course targets the teaching of ELL in elementary school, middle school and high school. There is a 25-hour prepracticum requirement for this course.

Prerequisites: Junior or Senior status, and in good standing in the Teacher Education program

FN-312 FINANCIAL MANAGEMENT (3 CR)

Introduces the financing of business enterprise. Financial planning and control, analysis of alternative sources and uses of capital debt and equity, and cost of capital will be explored.

Prerequisite: AC-222.

FN-336 ADVANCED MANAGERIAL FINANCE (3 CR.)

Studies specific financial cases and the need for ethics in finance within a system of well-established laws and industry regulation. Areas covered include cost of capital, capital structure, capital budgeting, dividend policy, financial analysis and forecasting, sales and lending practices, socially responsible investing, insider trading, hostile takeovers, and the ethics of bankruptcy.

Prerequisite: FN-312.

GO-210 AMERICAN POLITICAL INSTITUTIONS (3 CR.)

Analysis of the political institutions in the United States with the emphasis on function rather than structure. A careful examination of the prerequisites for, and benefits to be received from, our system of government, is the focus of this course.

GO-220 WORLD POLITICAL GEOGRAPHY (3 CR.)

A survey of the geographical regions of the world with emphasis upon the political, economic, and cultural aspects of geography.

HI-150 THE AMERICAN EXPERIENCE (3 CR.)

A one-semester survey course designed to provide the student with a broad overview of the American experience. It is especially recommended for students preparing for a career in education. Major topics covered include early America and Americans (beginnings to 1650), settlements, colonies, and the emergence of American identity (1600–1763), the American Revolution creating a new nation (1750–1815), expansion, reform, and economic growth (1815–1861), the Civil War and Reconstruction (1861–1877), the advent of modern America (1877–1914), the United States and two World Wars (1914–1945), and the contemporary United States (1945–Present). This course may not be applied to the two-course US History requirement for History majors, although it may be used as a History elective.

LA-300, PROFESSIONAL COMMUNICATION (3 CR)

This course is an introduction to the communications techniques and documents - written, oral, and electronic - used in the modern workplace. Assignments and presentations allow students to prepare and present the basic forms and styles of communication. Students will have the opportunity to learn techniques to develop effective listening skills, to learn to interpret and use body language, to use collaborative writing methods, to enhance speaking and presentation skills, and to develop effective editing and feedback procedures.

MA-101 MATH EXPLORATIONS (3 CR.)

Introduces the structure and scope of mathematics. Discusses a variety of topics in mathematics to acquaint the student with what a mathematician is and does and exposes the student to different branches and tools of mathematics. *Prerequisite: MA-099 or equivalent.*

MA-105 MATHEMATICS FOR ELEMENTARY TEACHERS (3 CR.)

An introduction to the foundational concepts in mathematics with a view toward preparing teachers. Topics covered include patterns, representation and proofs; set theory; understanding algebraic operations; basic number theory; geometry, shapes, transformations and measurement. *Prerequisites: High school mathematics. The student must be an education major.*

MA-109 FINITE MATHEMATICS (3 CR.)

A problem-solving and mathematical literacy course that helps students understand the power and usefulness of mathematics in various settings. Topics usually include functions, linear equations, linear

systems, linear programming, sets, elementary probability, statistics, and financial mathematics.

Prerequisite: MA-099 or equivalent.

MA-111 COLLEGE ALGEBRA (3 CR.)

Studies basic college algebra, including solving equations and inequalities, solving systems of equations and inequalities, and working with linear, quadratic, and polynomial functions. *Prerequisite: MA-099 or two years of high school college preparatory mathematics.*

MA-122 TRIGONOMETRY (3 CR.)

Studies the trigonometric and inverse trigonometric functions, including the application of trigonometry to triangles, and the application of algebra to trigonometry, such as solving equations and verifying identities. Also includes a beginning look at vectors and polar coordinates. *Prerequisite: MA-111 or equivalent.*

MK-252 PRINCIPLES OF MARKETING (3 CR.)

Introduces the field and practices of marketing. Planning, pricing, promotion, and distribution strategies are viewed from economic and social foundations.

MK-281 EMAIL MARKETING (3 CR.)

Email marketing is vital to modern businesses and a primary tool in any skilled marketer's toolkit. In this course, you'll learn how to craft successful email marketing campaigns for sales, engagement, and activation. By the end of this course, you'll know how to write emails that drive customers to take desired actions and how to structure campaigns for maximum effect. You'll also build your own marketing campaign. This online class has optional live sessions. Offered via Rize/LCMC. *Prerequisites: EN-100 and EN-102*

MK-290 SOCIAL MEDIA MARKETING (3 CR.)

The average consumer spends 2.5 hours per day on social media sites and this course explores how to effectively use social media to move those consumers to action. In order to be a successful marketer, you must be able to plan a campaign that aligns with strategic goals, execute using the appropriate channels and tactics, and measure the success or failure of your efforts. By the end of this course, you will learn how to do just that. This online class has optional live sessions. Offered via Rize/LCMC. *Prerequisite: MK-252*

MK-340 VIRAL & ORGANIC GROWTH (3 CR.)

"Going Viral" is the goal of most web-based marketing content. Companies that generate content that can spread through the internet organically are the most successful in growing their brand. This course will teach you what drives people to share content and how to build content that is shareable and memeworthy. By the end of this course, you will understand what drives viral sharing and learn how to facilitate it. This online class has optional live sessions. Offered via Rize/LCMC.

MK-370 SEO/SEM (3 CR.)

How do you find what you're looking for on the internet? Chances are you turn to google or another search engine. Companies use Search Engine Optimization (SEO) and Search Engine Marketing (SEM) to make sure you see them first every time you turn to a search engine. By the end of this course you'll learn how to optimize a website so that it shows up first on a search, and how to build search ads that will drive customers to your website. This online class has optional live sessions. Offered via Rize/LCMC. *Prerequisite: MK-252*

MK-420 DIGITAL MARKETING ANALYTICS (3 CR.)

Marketing professionals today have access to incredible amounts of data. The ability to use this data is what differentiates successful marketing efforts from failed ones. This course will teach you how to analyze digital customer behavior data using a range of tools, and use that data to test marketing hypotheses and improve customer acquisition. This online class has optional live sessions. Offered via Rize/LCMC. *Prerequisites:* MK-252; any 100-level or higher Math course; and one of MK-281, MK-290, or MK-370

MT-111 INTRODUCTION TO PROJECT MANAGEMENT (3 CR.)

According to a recent study of human resource managers, effective project management is one of the most coveted skills for new hires in the modern economy. This course will introduce you to the power of effective project management through two primary frameworks: waterfall and agile. You will also learn vital project-management concepts that can be applied to a wide range of industries and occupations. This online class has optional live sessions. Offered via Rize/LCMC.

MT-212 PRINCIPLES OF MANAGEMENT (3 CR.)

An introduction to the developments and operations of organization, fundamentals of management theory, models of human resource development, and development of management styles and techniques, planning, organizing, staffing, directing and controlling.

MT-222 PROJECT PLANNING (3 CR.)

Any successful project starts with a plan. This course provides students with a deep understanding of project planning. Projects are a series of tradeoffs between scope, cost, and time, so you'll need to learn how to balance them in order to create a plan which is realistic and achievable. You will also learn how to leverage resources, and how to manage risk, quality, and stakeholder expectations to ensure project success. This online class has optional live sessions. Offered via Rize/LCMC. *Prerequisite:* MT-111

MT-311 ORGANIZATIONAL BEHAVIOR (3 CR.)

Studies the behavior of individuals and groups in organizational settings. Emphasis is given to topics including personality and individual differences, perception and attribution, attitudes, motivation, job design, performance and rewards, teamwork and group processes, leadership, power and politics, and decision making.

Prerequisite: MT-212.

MT-333 PROJECT EXECUTION, MONITORING & CONTROL, IMPLEMENTATION & CLOSURE (3 CR.)

In today's fast paced work environment, no project proceeds from beginning to end without encountering unforeseen challenges, and the changing scope, priorities or context of a project may require various adjustments. Additionally, project implementation and closure requires conviction and trust in established processes and personnel. In either context, these are vital parts of a project's success and are reflections of how future projects will be managed. This course covers project execution, monitoring / control, implementation / handover, DevOps, and project closure. This course is intended to finalize a student's preparation for their Project Management Practicum and Internship. This online class has optional live sessions. Offered via Rize/LCMC. *Prerequisite:* MT-222

MT-335 OPERATIONS MANAGEMENT (3 CR.)

Studies issues and activities that relate to the creation of goods and services through the transformation of inputs to outputs. Topics studied include design of goods and services, process strategy, location strategies, layout strategies, project management, managing quality, supply-chain management, inventory management, and production planning.

Prerequisites: MA-118 and MT-212.

MT-362 GLOBAL MANAGEMENT (3 CR.)

Focuses on the impact of global operations on the structure and organization. Major discussion topics are the challenges that managers face in establishing global operations, respecting and incorporating a variety of global cultures into the corporate culture, and responding in a competitively effective way in what is an increasingly competitive global arena.

Prerequisites: MT-212.

MT-426 HUMAN RESOURCE MANAGEMENT (3 CR.)

Studies the applied approach to human resource management and administration. The study will stress policy, current practices, future trends, and legal requirements. Specific activities covered will include recruiting, selection, training, developing, compensating, evaluating, and disciplining. Also emphasized will be changing demographics in the workforce, multiculturalism, ethics in human resource management, and other current issues.

Prerequisites: MT-311.

MT-431 STRATEGIC MANAGEMENT (3 CR.)

Integrates previous courses through the study of problems in policy formulation and implementation. The case study approach is utilized, as are discussions regarding current topics with emphasis on strategic planning.

Prerequisites: All business core courses.

MT-444 ADVANCED PROJECT MANAGEMENT – PRACTICUM (3 CR.)

This course is intended as a culmination of a student's work in the Project Management minor. Students will work in groups to manage a simulated project from scope to completion - encountering - and overcoming - challenges and complications along the way. This course will also provide students with an overview of the product life-cycle, governance, and other topics to help contextualize project work. This online class has optional live sessions. Offered via Rize/LCMC. Prerequisites: MT-111, MT-222, MT-333

MA-107, CONTEMPORARY MATH FOR BUSINESS (3 CR)

This course will cover mathematics as it is used and implemented in business to affect management decision making. Topics include a review of fundamental mathematical operations and concepts, implementation of algebra, the use and application of percentages and introductory graphs and statistics. Logic and problem-solving skills will be covered throughout the course material. The purpose of this class is not to turn you into mathematicians, but rather to give you the key skills you need to survive in today's business world. The use of a calculator may be helpful but is not required.

MA-118, INTRODUCTION TO STATISTICS (3 CR)

An introduction to the basic methods of statistical inference, with applications to a variety of disciplines. Topics studied will include hypothesis testing (z and t tests), confidence intervals, regression and correlation, and chi-square tests of independence.

MA-215, LOGIC, SETS, & NUMBERS (3 CR)

This course introduces the student to the fundamental concepts and structures of mathematics. Students explore issues involved in reasoning, patterns, evidence, proof and logic. Logic then leads to discussing the mathematical concept of a set. Finally, the course studies issues around numbering systems and basic properties of numbers.

MA-220, OPERATIONS AND ALGEBRA (3 CR)

This course provides the student with an in-depth analysis of the properties of operations on integers in order to provide a solid foundation in pre-algebra and basic algebra concepts. In addition, the course

introduces matrix algebra as an example of a familiar algebra with different properties than integers. Finally, after discussing the usefulness of the concept of a variable, this course introduces the language and practical applications of functions.

MA-225, INTRODUCTION TO GEOMETRY (3 CR)

This course provides the student with the foundation to teach geometry in elementary school with a view toward analytical and coordinate geometry.

MA-227, APPLICATIONS OF ALGEBRA (3 CR)

This course completes the content material of a student preparing for elementary education by applying a variety of algebraic and number sense skills to problem solving and by introducing students to basic concepts and methods of probability and statistics.

MU-204N, INTRODUCTION TO MUSIC (3 CR)

This course will introduce students to the primary musical periods of traditional Western European art music and the major composers of those periods. Important musical concepts will be stressed and linked to the aesthetic education of the student. The required concert attendance, outside of class time, is considered imperative to the aesthetic development of the student.

PE-222, FIRST AID/CPR (0.5 CR)

PE-252, PERSONAL HEALTH AND WELLNESS (3 CR)

An introduction to concepts and application of lifetime personal health and wellness. Topics include components of cardiovascular disease and risk factors, nutrition, weight management, relaxation techniques, sexually transmitted diseases, and substance abuse. The course includes practical application of certain topics through activities and portfolio assessment. The focus is upon individualization of activities so as to address particular needs and circumstances.

PE-499, PE BY CONTRACT (1.5 CR)

PS-342 CHILD DEVELOPMENT (3 CR.)

Studies child development from birth up to preadolescence. Attention is given to a variety of perspectives – biological, cognitive, emotional and social development. Theories of child development and current research are addressed in order to provide the student with a comprehensive understanding of the nature, challenges and potential in child development. Also considers specific contexts, such as the family, peer relationships, school and community life.

PS-343 ADOLESCENT DEVELOPMENT (3 CR.)

Studies adolescent development from a variety of perspectives – biological, cognitive, emotional and social. Theories of adolescent development and current research are addressed in order to provide the student with a comprehensive understanding of the nature of adolescent development, fundamental changes and contexts as well as challenges and opportunities posed by our current society. Attention is given to the dynamics of family life and the intergenerational interactions.

RE-441, TEACHING READING AND CHILDREN'S LITERATURE (3 CR)

The teaching of the modern methods and techniques of reading in all the elementary school grades with emphasis on readiness and the developmental stages of reading are explored, with a focus on classroom strategies. The use of literature in the reading program, adaptation for the special student, assessment, readiness, and developmental stages of reading. There are 25 pre-practicum hours to complete this course.

Prerequisites: Senior status, and in good standing in the Teacher Education program

SN-311, HUMAN EXCEPTIONALITIES (3 CR)

An introductory course in special needs, which is designed to provide a basis for further study in the area. Students will develop competencies in the following: (1) psychological characteristics of children with special needs, (2) behavioral characteristics of children with special needs, (3) techniques used to diagnose and remediate special needs, and (4) current special needs legislation (state and national). There are 25 pre-practicum hours to complete for this course.

Prerequisites: ED-210, ED-210, Junior status

SN-325 SPECIAL EDUCATION CURRICULUM AND METHODS I (3 CR.)

This course will focus on various methodologies in teaching all types of special needs students. The content for language arts, the humanities, social studies, and the arts are explored, with an emphasis on matching the teaching style of the teacher to the learning styles of the student. An emphasis on both corrective and functional techniques will be included, as well as the development of appropriate materials. There are 25 pre-practicum hours to complete for the course. Prerequisites: SN-311 and Junior or Senior in good standing in Teacher Education Program.

SN-330 CURRICULUM AND METHODS ELEMENTARY SPECIAL NEEDS II (3 CR.)

This course will focus on various methodologies in teaching all types of special needs students in the natural sciences (including mathematics, science and health) in the elementary setting. Emphasis will include remediation techniques that can be varied to meet differing teaming styles using a variety of teaching styles. Techniques of evaluation, teaching and instructional materials with diverse populations will be included. There are 25 prepracticum hours to complete for the course. Prerequisites: SN-311 and Junior or Senior in good standing in Teacher Education Program.

SN-335 CURRICULUM AND METHODS SECONDARY SPECIAL NEEDS II (3 CR.)

This course will focus on various methodologies in teaching all types of special needs students in the natural sciences (including mathematics, science and health) in the secondary setting. Emphasis will include techniques that can be varied to meet differing learning styles and application of knowledge to real life situations in becoming a positive functioning member of society. Techniques of evaluation, teaching and instructional materials with diverse populations will be included. There are 25 pre-practicum hours to complete the course. Prerequisites: SN-311 and Junior or Senior in good standing in Teacher Education Program.

SN-420, PSYCHOLOGICAL AND EDUCATIONAL ASSESSMENT (3 CR)

Traditional psychological and educational assessment techniques are examined. Special attention will be given to practical assessment tactics versus theoretical treatment and how this assessment applies to children with special needs. Opportunity will be given to students to practice administration of selected test batteries.

Prerequisites: SN-311, Junior or Senior status and in good standing in the Teacher Education program

SN-499E E PRACTICUM TEACHER OF STUDENTS WITH MODERATE DISABILITIES (PRE K–8) (12 CR.)

The student will spend at least 12 weeks (300 clock hours) in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 hours in a separate or substantially separate setting for students with moderate disabilities. Local school districts cooperate by providing experiences in resource rooms and other special facilities. The student is expected to demonstrate competence as a teacher of students identified as having moderate disabilities. Supervision will be provided by the supervising practitioner, the college supervisor, and school district administrators. Prerequisites: ED-210,

ED-310, SN-311, ED-243, ED-320, SN-325, SN-335, RE-441, SN-420, a cumulative GPA of 2.75, and approval of Teacher Education Faculty, pass all appropriate MTEL tests

SN-499S PRACTICUM TEACHER OF STUDENTS WITH MODERATE DISABILITIES (5–12) (12 CR.)

The student will spend at least 12 weeks (300 clock hours) in an inclusive general education setting or 150 hours in an inclusive general education setting and 150 hours in a separate or substantially separate setting for students with moderate disabilities. Local school districts cooperate by providing experiences in resource rooms and other special facilities. The student is expected to demonstrate competence as a teacher of students identified as having moderate special needs. Supervision will be provided by the supervising practitioner, the college supervisor, and school district administrators. Prerequisites: ED-210, ED-310, SN-311, ED-243, ED-320, SN-325, SN-330 or SN-335, RE-441, SN-420, a cumulative GPA of 2.75, approval of Teacher Education Faculty, pass all appropriate MTEL tests

SO-206, MULTICULTURAL RELATIONS (3 CR)

This course examines multicultural relations and the world of work within a theoretical and practical framework. The aim of this course is to impart sociological understanding of groups in all cultures and to explore how that understanding can enhance business and workplace relationships.

10.02 GRADUATE COURSE DESCRIPTIONS

AD-620, CURRICULUM DEVELOPMENT AND SUPERVISION (3 CR)

This course will address the analysis of varied factors that influence curriculum development: articulation of clear goals and objectives relative to the achievement of all students, curriculum development with a focus on urban/diverse curriculum topics, effective instruction that engages students and emphasizes cultural competence and pedagogical perspectives, diverse assessments to measure student learning, growth, and understanding, and which guides the work of the school and district. Social emotional issues and the implications they have for the latest research in teaching and learning will also be emphasized. The *Massachusetts Curriculum Frameworks* and how administrators can support teachers working collaboratively with colleagues will be emphasized, including the role of the administrator in curriculum alignment and planning.

AD-625, SCHOOL PERSONNEL ADMINISTRATION (3 CR)

Personnel issues from pre-hiring to leaving an organization are covered in a high stakes school environment. This emphasis includes such topics as: communications, interviewing, the hiring process, professional development, personnel growth and coaching, team building, conflict management, contract administration, reduction-in-force, professional status, and non-renewal. Background in organizational theory and program management will also be addressed in the course.

AD-630, SCHOOL LAW (3 CR)

A review of the history, concepts, and terms of law sets the framework for dealing with school issues emerging from state and federal legislation. Court cases, past and present, impacting schools are also emphasized. Potential topics addressed throughout the course include instruction, evaluation, equity and excellence, HR issues, and conflict management.

AD-635, SCHOOL BUSINESS ADMINISTRATION (3 CR)

A comprehensive overview of school business administration is presented. The focus will be on developing an understanding of the financial issues of a school district, particularly district and school level budget development and budget administration. Emphasis will also focus on state and federal regulations as it applies to budget concerns, facility planning and plant management. Pertinent topics in organizational theory and program management will also be addressed.

AD-640, ADMINISTRATION OF COMMUNITY & SCHOOL RELATIONS (3 CR)

With the addition of the new professional standard on Family and Community Engagement, this course becomes an important area for leaders to develop expertise. Human resource management theories and communication strategies are emphasized with particular attention given to constituent relationship development and implementation, keeping in consideration the multicultural demographics of the community. A particular focus will be on how to engage the diverse families that make-up urban communities, particularly for the information they can provide on cultural competence as they become engaged in the development of a school and district vision. How to provide assistance to the media in interpreting and explaining school programs and the development of publication strategies for local dissemination of information from a practical viewpoint are applied at the appropriate level of administration.

AD-645, SCHOOL ORGANIZATIONS IN A CHANGING WORLD (3 CR)

A general study of current organizational theories and functions with a particular application to the school setting is emphasized. Attention is given to formal and informal power structures, race, class, culture and linguistic status of urban student populations, schools in the urban context, tables of organization, school culture and change. Additionally, successful educational planning and managerial strategies using data to assess and define needs, establish priorities, set goals, and allocate resources will be explored.

AD-660, ASSESSMENT ISSUES FOR ADMINISTRATORS (3 CR)

This course is designed to introduce the prospective administrator and practicing administrator to the elements of measurement and assessment that are essential to good teaching. The main theme is that the assessment of learning plays an important role in the instructional process and that its effectiveness depends largely on the ability to construct, select, and make use of tests and assessments that provide valid measures of learning outcomes.

AD-680, ADMINISTRATION OF EDUCATION PROGRAMS (3 CR)

This course will be the culminating classroom experience for the Leadership program. Candidates will deal with a number of case studies focusing on the day-to-day operations of schools. The course will first examine what a case study is and offer a template that can be used to organize information for looking at a “live” problem in educational administration. The following topics are covered: budgetary and finance issues, law, teacher supervision, curriculum issues, pupil personnel issues, data analysis, personnel issues, site based decision making, connecting with a diverse community, and leadership concerns. Candidates will be expected to apply the learning that has occurred throughout their coursework.

EC-525, EARLY CHILDHOOD CURRICULUM AND METHODS I (3 CR)

Students will gain an overview of philosophy, approaches to teaching young children, technology, special needs, classroom management and practical materials designed for the developmental curriculum in the following areas: sensory experiences, language arts and the humanities (including social studies and the expressive arts). (25-hour pre-practicum required)

EC-530, EARLY CHILDHOOD CURRICULUM AND METHODS II (3 CR)

Students will examine effective methods of curriculum implementation, considering cultural and special needs, combined with developmental learning and ways to prepare a supportive physical environment. This course will feature the following areas of curriculum: the natural sciences (including science, health and mathematics), motor development and parent/community involvement. The student will design an integrated curriculum unit and resource kit. (25-hour pre-practicum required)

EC-549K, PRACTICUM - PREK THROUGH K (5.5 CR)

The student will spend at least twelve weeks (300 clock hours) in an early childhood school setting. One hundred hours will be done in a PreK-K setting. The student is expected to demonstrate competence as a teacher of young children including children with special needs within a classroom setting. Supervision will be provided by the cooperating practitioner, college supervisor, and school administrators.

EC-549E, PRACTICUM 1-2 GRADE (6 CR)

The student will spend at least twelve weeks (300 clock hours) in an early childhood school setting. Two hundred hours will be done in a 1-2 setting. The student is expected to demonstrate competence as a teacher of young children including children with special needs within a classroom setting. Supervision will be provided by the cooperating practitioner, college supervisor, and school administrators.

ED-502, AMERICAN FOUNDATIONS OF EDUCATION (3 CR)

The historical, sociological, and philosophical bases of American education are studied. Implications of the past, present, and future on school program development, organizations and the individual educator are emphasized.

ED-503, ADVANCED EDUCATIONAL PSYCHOLOGY AND MEASUREMENT (3 CR)

A review of human development in a psychological context is emphasized, followed by a concentration of learning theories and evaluation and assessment strategies. The aim is to help each student arrive at a consistent, systematic position in applying psychology to the educational setting.

ED-510, EDUCATIONAL TECHNOLOGY (3 CR)

This course includes an overview of the applications of technology in the classroom. Students will review, evaluate and produce educational software including videos, slides, presentations, transparencies, photo essays for use in small group, class, and individual instruction. Emphasis will be placed on integrating instructional software, including compact disks, word processing and multi-media computer programs into the curriculum. There is also a study of innovative programs using technology, such as distance learning and telecommunications, in the classroom.

ED-520, CLASSROOM MANAGEMENT (3 CR)

The student will be able to identify various theories of classroom management and to develop skills in management of exceptional individuals in various types of learning settings, ranging from the regular class, resource rooms, and institutional settings. The relationship of regular and special needs students will be considered to enhance individual self-esteem. (25-hour pre-practicum required)

ED-549Z, PRACTICUM SEMINAR (1.5 CR)

A one and one-half credit seminar for student teachers who have not had any previous teaching experience. It is designed as a supportive component of the student teaching experience. The following is a list of possible topics to be covered: licensure application process, credential files, discipline, classroom management, interviewing, and relationships with supervising practitioners. The structure of this course also allows for student generated topics for discussion. One credit of the course (15 hours) will address the Data Analysis competency that is part of the new Professional Standards for Teachers (PSTs). This will be designed to provide students with the essential knowledge of descriptive and inferential statistics in the field of education. It prepares students to be knowledgeable consumers of social research statistics and to do further work in statistics and research. This one credit component is designed to provide a Lab experience for students where they will develop their skills for data interpretation, particularly as it will be applied to work in K-12 schools and is required for all Education majors. This course is taken in conjunction with the student teaching practicum and is required to be considered a program completer.

Prerequisite: Passing score on the content exam of the Massachusetts Test for Educator Licensure (MTEL).

ED-552, ANALYSIS OF TEACHING/PEDAGOGY (3 CR)

The course will provide students with the competencies necessary to use various models of teaching in the classroom. The components of an effective learning experience will also be presented.

ED-555, EDUCATIONAL ISSUES IN SOCIETY (3 CR)

This course explores current social, philosophical, ethical and moral issues facing the present-day educator. Among the topics covered are: urban life including poverty and segregation along racial and ethnic lines, equity, equality of opportunity, race, class, culture and linguistic status of urban communities, multicultural competence, and resource allocation and inequities. Practical applications will be explored as well as the personal implications for the teacher/administrator and the student within the school and community setting.

ED-562, DEVELOPING READING SKILLS IN THE CONTENT AREAS (3 CR)

This course is designed to develop skills that will enable classroom content teachers and/or reading specialists to facilitate the student's reading of content material. Significant research will be reviewed and projects developed to provide the teacher/reading specialist with practical applications of the findings. Attention will be given to all areas of the curriculum to be correlated with reading instruction. Content literacy (the ability to use reading, writing, talking, and listening processes to learn subject matter across the curriculum) is the goal. (25-hour pre-practicum required)

ED-695, LEADERSHIP FOR TEACHERS/EDUCATORS (3 CR)

This course promotes an understanding of what it means to be an effective and ethical leader in a school in an urban context, whether that is as a teacher or administrator. In addition to studying the experiences of veteran urban educators (teachers and administrators), the course includes the study of leadership theory and practice, contexts for serving historically under-served/under-performing student populations (e.g. high-poverty students, minorities, English-language learners, and students with disabilities), the dynamics of building level organizations, decision-making, school culture, and cultural competence in a learning organization.

ED-696, MENTORING FOR EDUCATORS (3 CR)

This course is designed to prepare the experienced educator with the framework to provide professional and emotional support for the beginning educator through mentoring. The mentor will assist the beginning educator in the management challenges common to all new educators. It will enable the mentor to enhance his/her protégé's personal and professional development, enabling him/her to obtain high instructional competence. It will also offer an opportunity for new and experienced educators to analyze and reflect upon their educational responsibilities as they build a foundation for lifelong learning.

ED-700, HISTORY OF HIGHER EDUCATION (3 CR)

This course will trace the development of postsecondary education and the university from its historical roots to its present trends in America. It will emphasize the tools and processes of history to understand the complex social, economic, political, and cultural patterns and events that have formed what we know as higher education today.

ED-703, STUDENT DEVELOPMENT THEORY AND PRACTICE (3 CR)

This course will look at the psychology and culture of student populations - traditional and adult; theory, current practice and innovative trends. This course provides an introduction and overview of student development theories and practices in higher education, emphasizing current standards of practice and emerging trends particularly in Christian higher education.

ED-704, ORGANIZATION AND GOVERNANCE IN HIGHER EDUCATION (3 CR)

The course will examine organization and management in higher education from historical, theoretical and current perspectives. The course will cover multiple facets of higher education governance and management including structures and systems typical for institutions of higher education, the roles and responsibilities of governing boards, and senior administrators. Issues regarding shared governance, student recruitment, retention, strategic planning, resource allocation and accreditation are addressed.

ED-705, HIGHER EDUCATION FINANCE (3 CR)

This course describes the financial and economic issues populating the world in which higher education institutions live. These include an understanding of basic economic and financial factors, while emphasizing budgeting, revenue, and expenditure. The course is both skill- and theory-driven with a pragmatic approach to understanding current and future demands.

ED-707, HIGHER EDUCATION AND THE LAW (3 CR)

This course focuses on legal and policy issues that have a particular impact on higher education. The course will cover several broad areas of higher education law and will approach each issue from multiple perspectives, including the institution, the employee, and the student.

ED-708, LEADERSHIP IN HIGHER EDUCATION (3 CR)

This course will trace the development of university and postsecondary leadership from the historical origins to its present challenges. It will emphasize the theory and practice of leadership in understanding the complex social, economic, political, and cultural patterns and events that have formed what we know as higher education leadership today.

ED-709, MANAGERIAL FUNCTIONS OF HIGHER EDUCATION (3 CR)

Explores the roles and functions of the major service units of the institution (Registrar, Financial Aid, Student Billing) with emphasis on reviewing processes for efficiency and effectiveness. Will include discussion of compliance issues with particular focus on the Family Educational Rights and Privacy Act (FERPA).

ED-710, TOPICS IN HIGHER EDUCATION: TECHNOLOGY AND INSTRUCTIONAL DESIGN (3 CR)

This course will focus on the history, theories, and trends of instructional design and technology as related to higher education. By evaluating existing global trends and exploring emerging technologies, students will not only be able to perform the skills related to instructional design and technology, but will also be able to analyze and utilize emerging technologies in order to prepare for the ever-changing nature of the field.

ED-711, CONTEMPORARY ISSUES IN HIGHER EDUCATION (3 CR)

Explores emerging social, political, and economic issues in the ever-changing landscape of higher education. Specific course topics will vary.

ED-712, ACCESS AND EQUITY IN HIGHER EDUCATION (3 CR)

Examines the theory and research related to access and equity issues for populations who are traditionally under-served in many institutions of higher education. Will include discussion of issues related to race, ethnicity, socioeconomics, LGBTQ, nontraditional students, and students with disabilities. Examines strategies for promoting equity and inclusion.

ED-713, DATA-DRIVEN DECISION-MAKING IN HIGHER EDUCATION (3 CR)

An introduction to understanding and evaluating educational research methodology and design, this course provides an understanding of both quantitative and qualitative research techniques, as well as introduces students to their application for everyday decision making in higher education.

ED-715, ENROLLMENT MANAGEMENT IN HIGHER EDUCATION (3 CR)

This course examines enrollment management in higher education from historical, theoretical, and current perspectives. Topics will include post-secondary market structures, student choice, transfer and articulation policies, effects of tuition pricing and aid, retention and persistence issues, and public policy and regulatory concerns. Students will come to understand how enrollment management practices can be strategically integrated into everyday activities of non-admissions departments.

ED-725, CAPSTONE IN CONTINUOUS IMPROVEMENT IN HIGHER EDUCATION (3 CR)

In this culminating experience, students will select and partner with a specific administrative department or campus service for the purpose of formally assessing its operations and making recommendations for short- and long-term improvements in that area. The assessment will be based upon standards developed by an accrediting agency, the Council for the Advancement of Standards in Higher Education, or another appropriate organization as agreed upon with the instructor and the cooperating department.

Prerequisites: ED-700, ED-703, ED-704, ED-705, ED-707, ED-708, ED-709, ED-711, ED-712, ED-713, ED-715

EL-525, ELEMENTARY CURRICULUM AND METHODS I (3 CR)

This course develops competency in instructing the language arts and the humanities (including social studies, expressive arts), general teaching-learning strategies, basic elements in curriculum design, classroom management, mainstreaming, and their application to elementary school children including those with special needs. (25-hour pre-practicum required)

EL-530, ELEMENTARY CURRICULUM AND METHODS II (3 CR)

This course develops competency in instructing in the natural sciences (including mathematics, science, health), general teaching-learning strategies, basic elements in curriculum design, classroom management, mainstreaming and their application to elementary school children including those with special needs. (25-hour pre-practicum required)

EL-549, PRACTICUM – ELEMENTARY (VARIABLE CR)

To earn 11.5 credits, the student will spend at least twelve weeks (300 clock hours) in an elementary school setting, grades 1 through 6. (Some students may be eligible to complete a partial practicum for 6 credits. They will spend at least six weeks [150 clock hours] in an elementary school setting, grades 1 through 6. The student is expected to demonstrate competence as a teacher of elementary aged children including special needs students within a classroom setting. Supervision will be provided by the cooperating practitioner, college supervisor, and school administrators.

ES-520, ELL CURRICULUM AND METHODS (3 CR)

This course will examine a number of topics that address the learning needs of ELL students. Theoretical issues from various disciplines will be considered as they impact the practical needs and concerns of students and teachers in the authentic settings in which ELL instruction takes place (second language acquisition and the world of English Language Learners). A variety of methods, especially Sheltered Instruction (SEI), will be studied and analyzed in order that prospective teachers will be able to develop concrete strategies of instruction. The course targets the teaching of ELL in elementary school, middle school and high school. There is a 25 hour pre-practicum requirement for this course.

MH-510, ISSUES IN HEALTH LAW, ETHICS, & POLICY (3 CR)

This course explores the legal, policy and ethical issues encountered by health care professionals in the continuously evolving health care system. Topics will include government regulation of health care providers, patient consent to and refusal of treatment, human reproduction issues, privacy and confidentiality, tax-exemption, antitrust, fraud and abuse, mental health issues and health information

management. Students will gain the ability to analyze legal and ethical health care resources by engaging in interactive discussions and informative research.

MH-520, MANAGERIAL EPIDEMIOLOGY (3 CR)

This course explores epidemiological principles pertinent to the delivery, management, and marketing of healthcare services and organizations. Topics addressed include examining evidence and population based decisions, which are critical to effective delivery of patient care. Additional topics for the managerial aspect of epidemiology to address include conducting a needs based assessment. Students will also learn how to identify, plan, finance, implement, and evaluate epidemiological interventions, utilizing them for quality assurance and improvement. Evidence based theories are utilized to prepare the students to identify management problems and develop related paths of focused inquiry.

MH-530, INTRODUCTION TO HEALTH INFORMATION SYSTEMS (3 CR)

The focus of this course is to introduce healthcare professionals to the principles and use of information and communication systems. Students will learn the basic principles surrounding how clinical knowledge is created, shaped, shared, and applied. Students will explore the various technology platforms used in healthcare. They will begin to think critically regarding how healthcare data is used, as well as the laws, rules, and regulations that shape both the technology and use of the data. Students will also explore the ethics involved in using personal health information for research and data mining. The student will gain an understanding of the challenges for a Healthcare Informatics professional to analyze and deliver usable and accurate healthcare data systems and solutions. Lastly, students will learn how to use computer technology and information science to improve the value of research and practice in the healthcare field.

MH-540, HEALTHCARE QUALITY IMPROVEMENT (3 CR)

This introductory course provides an overview to healthcare quality. It takes a patient centered approach that covers the complexities of quality and the scientific basis for understanding the measurement and improvement of quality, including exposure to multiple measures from a variety of organizations and measure comparison sites such as Medicare Compare. It provides the learner with a framework for key theories and concepts, and models of quality improvement. Students will be introduced to the health information technology safety issues, including tools for operationalizing HIT safety. Learners will be introduced to data quality, the challenges of data from devices, e-quality measures, as well as experience the challenge of calculating quality measures with data from the EHR. The merging of quality outcomes with evolving reimbursement paradigms and models will be examined.

MH-550, CORPORATE COMPLIANCE IN THE HEALTHCARE INDUSTRY (3 CR)

This course provides an overview of healthcare compliance from conceptual, substantive, and operational perspectives. Students will explore the need for compliance programs within healthcare organizations. The course will provide an overview of the federal laws that generate the most significant compliance obligations, including False Claims Act, Anti-Kickback Statute, Stark Law, HIPAA, HITECH, antitrust laws, EMTALA, and tax laws. Students will also examine legal and practical issues related to the operation of a compliance program. Lastly, students will gain an understanding of Medicare, Medicaid, and how the government plays a role in the management of healthcare organizations.

MH-560, INTERNSHIP IN HEALTHCARE ADMINISTRATION (3 CR)

Internships are off-campus, culminating experiential learning activities designed to provide students with opportunities to make connections between the theory and practice of academic study (Healthcare Administration) and the practical application of that study in a Healthcare Administration work environment. Internships offer the opportunity to gain relevant experience and professional connections. Internships are completed under the guidance of an on-site supervisor and a faculty sponsor, who in combination with the student will create a framework for learning and reflection. The Healthcare

Administration Internship is a 300-hour experience open to students who have completed all of the Master's Degree course requirements in Healthcare Administration.

MM-517, ORGANIZATIONAL THEORY, BEHAVIOR AND CHANGE (3 CR)

This course incorporates the history, development, theory and philosophy of organizations. Concepts of formalization, structure, environment, human resource, goals, power, authority and boundaries - all within a larger system context - will be explored. It systematically examines the variables, both psychological and sociological, which are important in the comprehension of individual motivation, the managing of groups, interpersonal relationships, organizational effectiveness, and change, as well as creativity and leadership within the organization.

MM-525, INTRODUCTION TO THE INTEGRATED THESIS: RESEARCH METHODOLOGY, DESIGN & STATISTICS (3 CR)

This course acquaints students with the statistical base necessary to comprehend the meaning of common statistics used in reporting research in professional journals, comprehend the concepts of validity and reliability, and design a research project. The topic for the final integrated project or thesis will be selected and submitted for approval at this time.

Minimum Grade Requirement: B or better; if the grade requirement is not met, the student will not be allowed to continue in the program sequence.

MM-530, FINANCIAL ISSUES FOR MANAGERS (3 CR)

This course is designed to give the student a firm understanding of how to interpret financial and accounting data for planning and decision-making purposes. Viewing finance and accounting as an information system for decision-making will form the framework of the course.

MM-535, ECONOMIC ISSUES FOR MANAGERS (3 CR)

This course assumes that the impact of economic results and indicators has direct correlation to decisions that managers constantly face. Interpreting this data is essential for future planning and the managing of current operations. A course designed to interpret these issues will greatly improve the decision-making process in management today.

MM-540, HUMAN RESOURCE MANAGEMENT SEMINAR (3 CR)

This course acknowledges that today's manager is faced with situations arising from changes in the makeup of today's workforce as well as the many new legal requirements placed on the corporation. This seminar will deal with these issues and their implications for management in an evolving multicultural environment.

MM-541, THESIS CHECKPOINT (1 CR)

Students will submit a thesis proposal that has been reviewed and approved by the Thesis Advisor, which will become the first three chapters of the thesis. They will receive additional instruction in navigating the research process, including how to apply for IRB approval. Pass/fail grading.

Prerequisite: MM-525

MM-545, MANAGEMENT INFORMATION AND DECISION DESIGN (3 CR)

This course deals with the development, use, and management of information technology from a managerial perspective. It emphasizes both the management of information as an important corporate resource and the use of information systems to support organizational activities. The course highlights the interrelationship between the managerial process and information technology.

MM-550, FOUNDATIONS OF LEADERSHIP THEORY (3 CR)

This course describes theories of leadership, studies the relationship between leadership style and organizational change, and examines the implementation of a leader's vision. Students will develop the capacity to integrate and synthesize existing leadership theories and formulate new ones; clarify and critique their own perspectives on the functions of leadership; apply leadership theories and lessons to a specific problem or challenge in one's area of interest; and develop essential leadership and administrative skills through study, observation, and application.

MM-552, ETHICAL LEADERSHIP (3 CR)

This course explores the issues of ethical and moral development relevant to formulating a personal philosophy of leadership and administration and to developing a continuing renewal of personal and professional growth for oneself and others. Students will analyze their own values and ethics through interactive discussions and projects and will develop an integrative approach to ethics from a leadership perspective, which emphasizes fairness, integrity, honesty, and human dignity.

MM-553, LEADERSHIP IN THE GLOBAL MARKETPLACE (3 CR)

This course examines the process of identifying problems and achieving solutions consistent with an organization's vision. During this course, the student uses critical thinking and analytic reasoning to achieve leadership effectiveness in a global market. This course provides a comprehensive approach to long-term program planning and strategic leadership.

MM-554, APPLIED LEADERSHIP STRATEGY AND POLICY (3 CR)

This course offers a supervised, advanced study experience in recent developments, issues, and trends in leadership and administration and provides opportunities to pursue, under the direction of an instructor, an area of special leadership interest to the student. This course highlights the role of organizational leadership in integration with all the previous course work. This course will highlight strategic design, organizational leadership strategy, and organizational and public policy.

Prerequisite: MM-541

MM-562, MARKETING COMMUNICATIONS (3 CR)

This course examines the numerous methods used to communicate with customers. Communication topics such as public relations, selling, advertising, and promotion will be explored. The design and development of a communication strategy will be analyzed, resulting in the formulation of specific marketing communication programs.

MM-565, THESIS SEMINAR (2 CR)

This is an independent research course in which students will complete the applied research project with guidance from a thesis advisor. The research will culminate in a substantive paper of publishable quality. Pass/fail grading.

Prerequisite: MM-541

MS-520, MIDDLE SCHOOL CURRICULUM & METHODS (3 CR)

Various plans and methods for the motivation and direction of learning in the middle school are emphasized. Opportunity is given to study and apply the particular major content to the classroom. (25-hour pre-practicum required)

MS-549s, PRACTICUM, SUBJECT AREA - MIDDLE SCHOOL (VARIABLE CR)

To earn 11.5 credits, the student will spend at least twelve weeks (300 clock hours) in a middle school setting. (Some students may be eligible to complete a partial practicum for 6 credits. They will spend at least six weeks [150 clock hours] in a middle school setting.) Local school districts cooperate in providing experiences in classroom settings in the student's major teaching area. The student is expected

to demonstrate competence as a teacher of middle school students. Supervision will be provided by the cooperating practitioner within the school and a college supervisor.

PS-510, INTRODUCTION TO PROFESSIONAL COUNSELING (3 CR)

This course introduces students to the roles of professional counselors within the mental health system of our current society. Foundations, contexts, and skills for helping relationships and professional functioning will be identified and reviewed. Emphasis will be placed on assisting the beginning counselor to become committed to the profession and the development of their professional competencies.

PS-515, THE FAMILY: DEVELOPMENTAL AND RELATIONAL ISSUES (3 CR)

This course surveys a broad spectrum of information about the family that is pertinent to providing services to families and their members. A family systems perspective will be the primary basis for examining family development theory, a diverse range of family structures, and a variety of issues families and their members encounter. Recent research findings in family studies will be reviewed.

PS-521, SEMINAR IN PERSONAL AND PROFESSIONAL DEVELOPMENT (3 CR)

This course emphasizes personal development. In order to be an effective helper, counselors must be committed to their own growth as people. Through reading, self-development projects, and group sharing experiences, the course attempts to promote the following knowledge and skills: self-acceptance in the light of accurate perceptions of one's strengths and weaknesses; an ability to face one's own problems and to deal with them effectively; a willingness and ability to accept and use help from other people; a recognition that each stage of life has crises and developmental tasks to be handled; and the knowledge of how to plan and carry out a self-improvement program.

PS-522, LEGAL AND ETHICAL ISSUES IN COUNSELING (3 CR)

This course covers a variety of professional, ethical, and legal issues with which counseling professionals must contend. Students will evaluate and develop beliefs, attitudes, and values which will impact their work with clients and other professionals. They will become familiar with the mechanisms by which the legal system renders all professionals accountable and with specific areas for which the law dictates practice. Information regarding legal and ethical standards for practice will be provided.

PS-531, COUNSELING: PHILOSOPHY, THEORY, AND PRACTICE (3 CR)

This course offers the student an opportunity to examine the major theoretical approaches to counseling. There will be inquiry into the key concepts, basic assumptions, goals, evaluations and application of therapeutic techniques and procedures. Students will attempt to relate the counseling theories to personal values and personhood.

PS-532, MARITAL PREPARATION, ENRICHMENT, AND THERAPY (3 CR)

This course will review approaches to pre-marital counseling, marital enrichment, and marital therapy. Topics include the assessment of the relationship, growth-producing techniques, and the counselor's / facilitator's role in providing appropriate interventions. Special issues important in marriage, such as sexuality and sex therapy, will be given attention.

PS-533, MARRIAGE AND FAMILY THERAPY: HISTORICAL APPROACHES (3 CR)

This course introduces the student to the theoretical basis for the beginning of the marriage and family therapy field and family systems interventions. Contributions from psychiatry, social work, and marriage counseling to the development of the field will be examined. The basic assumptions, key concepts, therapeutic goals and interventions of the early and modernistic approaches (e.g., Satir, Bowen, Structural, Strategic) to marriage and family therapy will be surveyed.

PS-534, MARRIAGE AND FAMILY THERAPY: COLLABORATIVE AND INTEGRATIVE APPROACHES (3 CR)

This course introduces the student to the theoretical approaches to marriage and family therapy as a core profession of the mental health services field. The basic assumptions, key concepts, therapeutic goals and interventions that reflect the solution-focused and collaborative approaches to psychotherapy in the post-modern era will be reviewed. Attention will also be given to the approaches that have emerged through the integration of more traditional theories.

PS-540, LIFESPAN DEVELOPMENT AND TREATMENT INTERVENTIONS I: CHILDREN AND ADOLESCENTS (3 CR)

This course will focus on the behavioral disorders and psychopathology of the pre-adult individual. Emphasis will be given to understanding the cognitive, moral, emotional, and social development of children and adolescents and planning age-appropriate treatments. Various treatment approaches for children and adolescents (i.e., play therapy, storytelling techniques, art therapy, and behavioral methods) will be presented as a basis for providing services to individuals and families.

PS-551, CULTURALLY-SENSITIVE COUNSELING (3 CR)

This course is designed to acquaint the student with the concept of cross-cultural counseling, paradigms concerning various ethnic families, and application of family counseling theories to particular ethnic groups. An additional area of focus is the cross-cultural counseling competency of the student. Current literature related to cross-cultural counseling is explored.

PS-561, UNDERSTANDING RESEARCH DESIGN AND STATISTICS (3 CR)

This course uses a case study approach to experimental and quasi-experimental designs focusing on the development of the ability to assess the validity of research findings. Course objectives are: to provide a review of basic descriptive statistical measures and techniques; to provide a survey of major research designs commonly employed in psychology and education; and to foster the development of abilities used to assess the validity of research findings.

PS-562, TECHNIQUES FOR PSYCHOLOGICAL AND FAMILY ASSESSMENT (3 CR)

This course acquaints students with the administration and interpretation of assessment techniques and their application to the psychotherapeutic process. Standardized instruments and questionnaires that assess psychological functioning and family dynamics will be reviewed. The review of assessment options will focus on understanding basic statistical and measurement concepts, and selecting appropriate tests for special assessment purposes.

PS-571, PSYCHOPATHOLOGY AND PHARMACOLOGY: TREATMENTS FOR ADULTS (3 CR)

Clinical theories and the results of research on psychopathology are explored in this course. Methods for making a differential diagnosis and establishing an appropriate treatment plan are examined. Basic information about psychotropic medications and their physiological effects is reviewed and applied to specific disorders.

PS-572, RELIGIOUS AND SPIRITUAL ISSUES IN COUNSELING (3 CR)

This course is designed to acquaint the student with a broad range of issues in the literature on religious and spiritual aspects of counseling. One's own beliefs and values will be examined in light of religious worldviews and psychological practices. Strategies will be presented for assessing and utilizing the religious/spiritual systems of clients.

PS-586, ADDICTIONS AND SUBSTANCE ABUSE COUNSELING (3 CR)

This course deals with systems theory explanations of substance abuse and reviews individual, group, and family approaches to therapy.

PS-588, LIFESPAN DEVELOPMENT AND TREATMENT INTERVENTIONS II: ADULTS (3 CR)

This course is designed to promote a more comprehensive understanding of how gender impacts life issues for men and women. Understanding the life span development through the adult years for both men and women, the role of gender stereotypes, social roles, and the impact of changes in society, family and work will be emphasized. Specific issues such as sexual abuse, violence, eating disorders, biological concerns, and identity issues will be addressed to provide a more comprehensive base for therapeutic work with the different genders.

PS-595, GROUP COUNSELING (3 CR)

This course will provide students with several theoretical perspectives for functioning as group counselors. Emphasis will be on understanding the group process, applying strategies and skills with groups, and handling special needs and critical events of groups. Student participation will be important for simulating a group atmosphere for practice and application of course content.

PS-600, PRACTICUM AND INTERNSHIP: CLINICAL EXPERIENCE AND SUPERVISION (12 CR)

This 12-month course introduces the student to the activities of a professional counselor in the workplace, provides the student with the opportunity to perform the types of activities typical of a professional counselor, and integrates classroom instruction with the field experience. The practicum component must include a minimum of 100 clock hours, of which 40 hours must be direct client contact, 10 hours must be individual supervision, and 15 hours must be group supervision. The internship portion of the placement experience requires 600 clock hours, of which 260 hours must be direct client contact, 15 hours must be individual supervision, and 30 hours must be group supervision. All supervision must be provided by an approved supervisor and intern students will meet with the course instructor on a regular basis to discuss assigned readings and their clinical experiences. Students must complete a total of 700 hours including 300 direct service hours.

RE-541, PRINCIPLES OF TEACHING AND CHILDREN'S LITERATURE (3 CR)

Literature based instruction is the primary focus of this course. The developmental stages of reading will be explored with emphasis on phonemic awareness, phonics, and knowledge of word analysis skills. Practical strategies to facilitate student comprehension and the development of fluent readers and writers will be closely examined. Students will evaluate current methodologies and techniques. We will attempt to gain a broad knowledge base, assess existing programs, demonstrate knowledge of assessment principles, and develop meaningful instructional strategies. (25-hour pre-practicum required)

SE-520, SECONDARY EDUCATION CURRICULUM AND METHODS (3 CR)

Various plans and methods for the motivation and direction of learning in the secondary school are emphasized. Opportunity is given to study and apply the particular major content to the classroom. (25-hour pre-practicum required)

SE-549, SECONDARY EDUCATION – PRACTICUM (VARIABLE CR)

To earn 11.5 credits, the student will spend at least twelve weeks (300 clock hours) in a secondary school setting. (Some students may be eligible to complete a partial practicum for 6 credits. They will spend at least six weeks [150 clock hours] in a secondary school setting.) Local school districts cooperate in providing experiences in classroom settings in the student's major teaching area. The student is expected to demonstrate competence as a teacher of secondary students. Supervision will be provided by the cooperating practitioner, the college supervisor, and school district administrators.

SN-505, HUMAN EXCEPTIONALITIES (3 CR)

This is an introductory course designed to explore the wide variety of handicapping conditions and current legislation regarding evaluation and program planning for individuals with handicaps. Attention

will be given to discussion of program options and special methodologies enabling handicapped individuals to achieve maximum potential. (25-hour pre-practicum required)

SN-525, SPECIAL NEEDS CURRICULUM AND METHODS I (3 CR)

This course will focus on various methodologies in teaching all types of moderate special needs students. Students will examine language arts and the humanities (including social sciences and the arts) with an emphasis on matching the teaching style of the teacher to the learning styles of the student. An emphasis on corrective, functional techniques and the development of appropriate materials will be included. (25-hour pre-practicum required)

SN-530, CURRICULUM AND METHODS ELEMENTARY SN II (3 CR)

This course will focus on the various methodologies in teaching moderate special needs students in the natural sciences (including mathematics, sciences, health) in the elementary setting. Emphasis will include remediation techniques which can be varied to meet differing learning styles using a variety of teaching styles. Techniques of evaluating teaching and instructional materials with diverse populations will be included. (25-hour pre-practicum required)

SN-535, CURRICULUM AND METHODS SECONDARY SN II (3 CR)

The focus of this course is on the various methodologies in teaching moderate special needs students in the natural sciences (including mathematics, science, health) in the secondary setting. Emphasis will include techniques which can be varied to meet differing learning styles and application of knowledge to real life situations in becoming a positive functioning member of society. Techniques of evaluating teaching and instructional materials with diverse populations will be included. (25-hour pre-practicum required)

SN-540, EDUCATIONAL AND PSYCHOLOGICAL ASSESSMENT (3 CR)

The focus of this course will be the basic principles of assessment for individuals who have been referred or are being serviced as handicapped individuals. Students will have opportunities to study and apply psychometric and ethnographic procedures. Students will learn to evaluate the effectiveness of assessment procedures, administer and score tests, and to read with understanding educational and psychological reports. Actual involvement with handicapped individuals will be required.

SN-549E, PRACTICUM - SPECIAL NEEDS (PRE-K-8) (VARIABLE CR)

To earn 11.5 credits, the student will spend at least 12 weeks (300 clock hours) in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 hours in a separate or substantially separate setting for students with moderate disabilities. (Some students may be eligible to complete a partial practicum for 6 credits. They will spend at least 6 weeks [150 clock hours] in an inclusive general education setting or 37.5 hours in an inclusive general education setting and 115 hours in a separate or substantially separate setting for students with moderate disabilities.) Local school districts cooperate by providing experiences in resource rooms and other special facilities. The student is expected to demonstrate competence as a teacher of students identified as having moderate disabilities. Supervision will be provided by the cooperating practitioner, the college supervisor, and school district administrators.

SN-549S, PRACTICUM - SPECIAL NEEDS (5-12) (VARIABLE CR)

To earn 11.5 credits, the student will spend at least 12 weeks (300 clock hours) in an inclusive general education setting or 150 hours in an inclusive general education setting and 150 hours in a separate or substantially separate setting for students with moderate disabilities. (Some students may be eligible to complete a partial practicum for 6 credits. They will spend at least six weeks [150 clock hours] in an inclusive general education setting or 75 hours in an inclusive general education setting and 75 hours in a separate or substantially separate setting for students with moderate disabilities.) Local school districts

cooperate by providing experiences in resource rooms and other special facilities. The student is expected to demonstrate competence as a teacher of students identified as having moderate special needs. Supervision will be provided by the cooperating practitioner, the college supervisor, and school district administrators.

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APPENDIX: ENC CAMPUS MAP

